

The Curriculum

Tolleshunt D'Arcy Academy

PART C:

Knowledge and vocabulary progression
(components)





Part C

Knowledge and vocabulary progression

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Reception : Reading knowledge (phonological awareness)

Level 1	Level 2	Level 3	Level 3 cont.	Level 4
Know words have sounds and know the initial sound, middle and final sound in a cvc.	Know the following graphemes and their corresponding phonemes: s,a,t,p	Know the following graphemes and their corresponding phonemes: j,v,w,x	Know the following graphemes and their corresponding phonemes: oo, oo, ar, or	Know the following tricky words : said, no (reading)
Know if a word rhymes with another word	Know how to blend and segment cvc words	Know the following graphemes and their corresponding phonemes: y,z,zz,qu,ch	Know the following tricky words : my (reading)	Know the following tricky words : he, she, we, me, be (spelling)
Know words can be sounded out.	Know the following graphemes and their corresponding phonemes: i,n,m,d	Know the following tricky words : he, she (reading)	Know the following graphemes and their corresponding phonemes: ur, ow, oi, ear	Know the following tricky words : have, like, come, some (reading)
Know the difference between blending and segmenting orally cvc words	Know the corresponding phonemes for the following graphemes : g,o,c,k	Know the following tricky words : to, the (spelling)	Know the following tricky words : you (reading)	Know the following tricky words : was you (spelling)
Know some familiar rhymes and stories and accompanying actions.	Know the following graphemes and their corresponding phonemes: ck, e, u,r	Know the following graphemes and their corresponding phonemes: sh, th, th, ng	Know the following graphemes and their corresponding phonemes: air, ure, er	Know the following tricky words : were, there, little, one (reading)
Know how to hold a familiar book the right way round and turn pages.	Know the following tricky words : to, the (reading)	Know the following tricky words : we, me, be (reading)	Know the following tricky words: they , here, all, are, (reading)	Know the following tricky words : they, are, all (spelling)
Know that books can contain print and pictures and the difference between print or symbols and pictures in texts.	Know the following graphemes and their corresponding phonemes: h, b, f, ff, l, ll, ss	Know the following graphemes and their corresponding phonemes: ai, ee, igh, oa	Know the following tricky words : the, to, no, go, l (spelling)	Know the following tricky words : do, when, out, what (reading)
Know the difference between a word, a letter and a sound.	Know the following tricky words : no, go (reading)	Know the following tricky words: was (reading)	Level 4	Know the following tricky words : my, here (spelling)
Know letters have sounds and words are made from letters.	Knows to read left to right, top to bottom.	Know the following tricky words : no, go, l (spelling)	Know how to blend and segment cvcc words	Know adjacent consonants need to be blended e.g. st in stop
	Know not all words can be sounded out (tricky words)		Know how to blend and segment ccvc words	Know polysyllabic words are words with more than syllable e.g. shampoo



Reception : Reading knowledge (reading for meaning)

Knowledge of texts	Knowledge of language	Knowledge of comprehension strategies		
Know writing/words can be found in places other than in books e.g. sign, label, posters etc.	Know words have a meaning and that a sentence is a group of words that make sense when read.	Know that a reader will read a sentence again if it does not make sense.	Know that a reader may have to look back to a previous sentence to know who or what the pronouns ' he, she, it, they' are referring to.	
Know books contain information (non-fiction) and others contain narratives (fiction) and this includes stories and contemporary and classical poetry.	Know that some words sound the same but have a different meaning e.g. bark and bark.	Know that a reader uses context including picture clues and reads the whole sentence to establish meaning. e.g. The cricket hit the ball with a bat.	Know that a reader can predict what may happen next based on what has already happened.	
Know the purpose of reading is for pleasure and to give important information.	Know adding s or es onto nouns changes the meaning to indicate more than one (plural).	Know punctuation marks and full stops tell the reader when to pause so it helps them better understand what they have read.	Know that a reader links prior knowledge, background information or experience to help them understand a text.	
	Know adding ing, ed, er and est to a root word changes its meaning.			

Year 1 : Reading Knowledge

	Level 5	Decodable spellings	Common exception words (Reading)	Common exception words (Spelling)
	Know the following graphemes and their corresponding phonemes:	Know how to spell using phonetic knowledge:	Know by sight the following:	Know by sight how to spell:
1	'ay' saying /ai/	day, may, say, play, clay, tray, spray, crayon	could, should,	said, so
2	'oy' saying /oi/	toy, boy, joy, enjoy, destroy, annoy, employ, royal	could, want,	have, like
3	'ie' saying 'igh'	pie, lie, tie, die, cried, tried, spied, fried	oh, their	some, come
4	'ea' saying /ee/	sea, bead, read, seat, meat, heap, treat, least	Mr, Mrs	were, there
5	'a_e' saying /ai/	snake, game, cake, ate, same, make, name, came	Love, your	little, one
6	'i_e' saying /igh/, 'o_e' saying /oa/	bike, time, pine, prize, bone, home, note, alone	People, looked	do, when
7	'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee	use, cube, fume, tube, these, theme, even, complete	called, asked	what, could
8	'ou' saying /ow/	our, about, cloud, scout, sprout, proud, sound, ground	water, where	should, would
9	Long vowel sounds	apricot, kind, wild, lion, human, gold hotel, both	who, why	want their
10	'ch' saying /c/ and /sh/	school, Christmas, chemist, chord, echo, chef, parachute, chute,	thought, through,	Mr, Mrs
11	'ir' saying /er/	stir, girl, bird, shirt, dirt, third, first, thirteen	work, house	love, your
12	'ue' saying /oo/ and /yoo/	due, venue, fuel, argue, clue, true, blue	many, laughed	people, looked

Year 1 : Reading Knowledge

	Level 5	Decodable spellings	Common exception words (Reading)	Common exception words (Spelling)
	Know the following graphemes and their corresponding phonemes:	Know how to spell using phonetic knowledge:	Know by sight the following:	Know by sight how to spell:
13	'ew' saying /oo/ and /yoo/	Few, new, dew, stew, blew, chew, grew, drew	because, different	water, where
14	'y' saying /ee/	Very, family, body, happy, sunny, funny, crunchy, hairy	any, eye	have, like
15	'aw' and 'au' saying 'or'	Saw, paw, draw, yawn, August, launch, laundry, astronaut	friend, also	who, why
16	'ow' and 'oe' saying /oa/	low, slow, window, own, toe, hoe, doe, goes	once, please	thought, though
17	'wh' saying /w/	White, whisper, whiskers, whine, whale, which, while, wheel	live, coming	work, house
18	'c' saying /s/ and 'g' saying /j/	Gem, magic, giant, ginger, cell, city, face, slice	Monday, Tuesday	many, laughed
19	'ph' saying /f/	Phone, dolphin, elephant, alphabet, photo, microphone, graph, orphan	Wednesday, brother	because, different
20	'ea' saying /e/	Head, bread, ready, deaf, healthy, weather, instead, breakfast	More, before	any, eye
21	'ie' saying /ee/	Chief, brief, field, shield, priest, shriek, thief, relief	January, February	friend, also
22	Adding 'ed'	Jumped, looked, gasped, yelled, hunted, started, shouted, wished	April, July	please, once
23	Adding 's' and 'es'	Shirts, raincoats, hairbrushes, bracelets, glasses, buses, boxes, wishes	Scissors, castle	live, coming
24	Adding 'er' and 'est' to adjectives	Louder, fresher, quicker, colder, loudest, freshest, quickest, coldest	beautiful, treasure	Monday, Tuesday

Year 1 : Reading Knowledge

	Level 5	Decodable spellings	Common exception words (Reading)	Common exception words (Spelling)
	Know the following graphemes and their corresponding phonemes:	Know how to spell using phonetic knowledge:	Know by sight the following:	Know by sight how to spell:
25	'tch' saying /ch/	Catch, match, fetch, witch, stitch, ditch, crutch, kitchen	Door, floor	Wednesday, brother
26	Adding 'ing' and 'er' to verbs	Playing, helping, teaching, singing, player, helper, teacher, singer	favourite, bought	more, before
27	'ear' and 'are' saying /air/	Tear, wear, bear, pear, stare, care, share, dare	autumn, gone	January, February
28	Unspoken 'e'	Horse, mouse, bronze, freeze, give, serve, dance, voice	know, colour	April, July
29	'ore' saying /or/	More, core, sore, score, shore, adore, before, explore	other, does	scissors, castle
30	Adding 'un'	untie, unwell, undo, unkind, unlock, unfair, unpack, unsafe	talk. two	beautiful, treasure

Year 2 : Reading Knowledge

	Level 6	Decodable spellings	Common exception words (spelling)	Grammar focus
	Know the following graphemes and their corresponding phonemes:	Know how to spell using phonetic knowledge:	Know by sight the following:	Know by sight how to spell:
1	'y' saying /igh/	By, try, dry, sky, fly, sly, spy, reply, pylon, python	door, floor	Capital letters and full stops
2	'dge' and 'ge' saying /j/	Edge, hedge, badge, bridge, change, large, orange, challenge	Bought, favourite	Proper nouns (names)
3	Adding 'es' to words ending in 'y'	Flies, cries, spies, replies, babies, teddies, carries, hurries	Autumn, gone	Plural nouns
4	'gn' saying /n/	Gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign	Know, colour	Alphabetic order 1
5	'kn' saying /n/	Knight, knee, knot, knife, knock, know, knapsack, knowledge	Other, does	Alphabetic order 2
6	Adding 'ed' or 'ing' to words ending in 'y'	Copied, copying, worried, worrying, annoying, annoyed, studying, studied	talk, two	Verbs
7	'wr' saying /r/	Wrong, wren, wrist, wrap, write, wrote, wring, wretch	Four, eight	Adverbs
8	'le' saying /l/	Bubble, middle, table, apple, little, puddle, giggle, cuddle	Would, work	Common nouns revision
9	Adding 'er' and 'est' to words ending in 'y'	Happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest	Poor, great	Adjectives and expanded noun phrases
10	'el' saying /l/	Camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	Break, steak	Commas in lists
11	'ai' and 'il' saying /l/	Festival, total, pupil, April, medal, local, pencil, nostril	Busy, clothes	Proper nouns (place names)
12	Adding 'ed' and 'er' to words ending in 'e'	Hiked, hiker, timed, timer, braved, braver, baked, baker	whole, listen	Regular past tense

Year 2 : Reading Knowledge

	Level 6	Decodable spellings	Common exception words (spelling)	Grammar focus
	Know the following graphemes and their corresponding phonemes:	Know how to spell using phonetic knowledge:	Know by sight the following:	Know by sight how to spell:
13	'eer' saying /ear/	Steer, career, volunteer, cheer, sheer, peer, deer, meerkat	Build, earth	Regular present tense
14	'ture' saying /cher/	Future, picture, sculpture, nature, vulture, adventure, creature, capture	Delicious, fruit	Question marks and commands
15	Adding 'est' and 'y' to words ending in 'e'	Nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	Learn, search	Exclamations and statements
16	'mb' saying /m/	Lamb, limb, comb, numb, climb, thumb, crumb, bomb	Famous, shoe	Using a dictionary 1
17	'a' and 'al' saying /or/	All, call, hall, small, walk, talk, chalk, almost	Pretty, neighbour	Coordinating conjunctions
18	Adding 'ing' and 'ed' to cvc and ccvc words	Patting, humming, dropping, shopping, jogged, fitted, clapped, stopped	England, tongue	Irregular past tense
19	'o' saying /u/	Brother, son, above, wonder, worry, glove, cover, month	Group, country,	Exciting words (1)
20	'ey' saying /ee/	Key, monkey, donkey, honey, money, chimney, valley, turkey	Heart, dangerous	Exclamation marks
21	Adding 'er' and 'est' to cvc and cvcc words	Longer, wetter, warmer, hottest, coldest, funny, windy, sunny	Special, enough	Improving sentences (1) Nouns and Adjectives
22	Contractions	Can't, you'll, I've, didn't, we'd, couldn't, should've, could've	Aunt, father	Contractions
23	'war' saying /wor/ and 'wor' saying /wur/	War, ward, warm, towards, world, worst, work, worth	prove, improve	Subordinating conjunctions
24	Adding 'ment' and 'ness'	Enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness	Hour, move	Improving sentences (1) Verbs and adverbs

Year 2 : Reading Knowledge

	Level 6	Decodable spellings	Common exception words (spelling)	Grammar focus
	Know the following graphemes and their corresponding phonemes:	Know how to spell using phonetic knowledge:	Know by sight the following:	Know by sight how to spell:
25	's' saying /zh/	Unusual, casual, treasure, pleasure, measure, Asia, visual, closure	Sure, sugar	Exciting words (2) Using a thesaurus
26	'wa' saying /wo/ and 'qua' saying /quo/	Want, watch, wash, swap, quality, squash, squabble, quarterly	Half, quarterly	Possessive apostrophes
27	'tion' saying /shun/	Action, motion, description, station, section, adoption, portion, fiction	Straight, torch	Improving sentences (2)
28	Adding 'ful' and 'less' to 'ly'	Graceful, wonderful, powerful, breathless, careless, badly, happily, luckily	Caught, daughter	Inverted commas (Speech marks)
29	Homophones and near homophones	Hear, here, there, their, bear, bare, quiet, quite	Journey, area	Commas in speech
30	Adding 'dis'	Dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey	Heard, early	Using a dictionary (2)



Year 1 and 2 : Reading knowledge (comprehension) and key vocabulary

Knowledge of texts	Knowledge of language	Knowledge of comprehension strategies		
Know how to identify writing in places other than in books e.g. sign, label, posters etc	Know words have a meaning and that a sentence is a group of words that make sense when read.	Know how to re-read a sentence again and from the beginning if it does not make sense.	Know how to look back to a previous sentence to establish what a pronoun refers to e.g. he, she, it, they' are referring to.	Know how to predict what may happen next based on what has already happened.
Know how to identify books/writing that contains information (non-fiction) from others that contain narratives (fiction) including stories and contemporary and classical poetry.	Know how to establish the meaning from contextual information for words that sound the same but have a different meaning e.g. rain and reign or are spelt the same e.g. bark and bark	Know how to use context including picture clues and reads the whole sentence to establish meaning. e.g. The cricket hit the ball with a bat.	Know how to identify and establish the meaning of contractions and how possessive apostrophes aid meaning.	Know how to use prior knowledge, background information or experience to help them understand a text.
Know how to distinguish fairy tales and traditional/folk tales from other types of story.	Know how to add s or es onto nouns to change the meaning and indicate more than one (plural).	Know how to use punctuation marks as natural breaks to aid so they better understand what they have read.	Know how to form an opinion (make inferences) in relation to what characters are like from what they say and do.	Know how to use prior knowledge in relation to a wide range of topics, themes and interests to help them better understand their reading material.
Know the purpose of reading is for pleasure and to give important information.	Know adding ing, ed, er and est to a root word changes its meaning	Know the difference between a question mark and exclamation mark.	Know that a reader can infer or deduce meaning by finding clues in the text.	
Know how to identify the title, author, illustrator, cover, spine.	Know how to identify alliteration and that it is where two words with the same initial sounds are placed together for effect and to make it sound memorable e.g. the wicked witch		Know that a question tells the reader a question has been asked and an exclamation mark indicates a surprise or something unexpected.	Know readers can use scanning (looking over a text quickly without reading every word) to find a key word to aid quick retrieval of information.
Know how to identify contents pages, headings, an index and captions/diagrams/photos and how these aid meaning.	Know how to identify when authors use words in unusual ways to describe things and help the reader imagine what something is like by comparing with something they know e.g. My love is like a flower. The witch had a heart of stone.		Know that inverted commas tell the reader that a character is speaking and when they have stopped.	Know that a reader looks for words within words to aid decoding and comprehension.

Year 3 and 4 : Reading knowledge (comprehension) and key vocabulary

Knowledge of texts	Knowledge of language	Knowledge of language	Knowledge of comprehension and reading strategies	
<p>Know how to identify the features of different non-fiction text types e.g. greetings in letters, diaries written in the first person and the use presentational devices including numbering and headings in instructional texts.</p>	<p>Know how to distinguish difference between literal and figurative language and that authors use figurative language to convey meaning through the use of simile, metaphor and personification.</p>	<p>Know how to distinguish the difference between a possessive apostrophe and an apostrophe used for contraction has on meaning.</p>	<p>Know how to re-read a word, sentence or text if they are unsure of its meaning (including aloud if necessary).</p>	<p>Know how to interpret or convey meaning of a text through intonation, tone, volume and actions.</p>
<p>Know how to identify the distinguishing features of different fictional text types including poetry, myths, fairy tales, legends, folk tales, play scripts</p>	<p>Know how to interpret an author's use short sentences, repeated phrases and punctuation, alliteration, rhetorical questions and onomatopoeia for effect and to help convey meaning.</p>	<p>Know how to identify an author's viewpoint and how it reflects their perspective or opinion and that the same topic/theme can have a completely different view point.</p>	<p>Know how to establish facts using deduction.</p>	<p>Know how to use a dictionary to check word meanings.</p>
<p>Know how to identify the distinguishing features of different forms of poetry including free verse and narrative poetry.</p>	<p>Know how structure, layout and presentation aid meaning including headings, titles, captions, bullet points, text size, bold font, italic font.</p>	<p>Know how a text has a purpose e.g. to inform, describe, entertain, persuade and that each can be identified through how language has been used to capture the reader's interest or imagination.</p>	<p>Know how to use skimming to gain a summary of a whole text/section of text and scanning to locate and select specific key words or information.</p>	<p>Know how the importance of structure and presentation to aid meaning e.g. headings, subheadings, contents pages or an index to find information quickly</p>
<p>Know how to use library classification to find reference materials.</p>	<p>Know how fictional and non-fictional texts tend to have a theme e.g. triumph of good over evil.</p>	<p>Know how to identify the difference between fact and opinion and know what language distinguishes fact from opinion.</p>	<p>Know how to infer (form an opinion) on the motives, thoughts and feelings from their words and actions and this is sometimes called 'reading between the lines'.</p>	<p>Know how to use morphology and etymology to aid the reading of unfamiliar words.</p>
<p>Know how longer texts are organised into chapters and that each chapter focuses on a specific theme or event.</p>	<p>Know how the purpose of paragraphs is to aid the reader in terms of content or movement in time or scene.</p>	<p>Know how prefixes and suffixes added to word impacts on its meaning (Appendix 1 National Curriculum).</p>	<p>Know how to predict what might happen from the details stated or implied.</p>	<p>Know how to draw on prior cultural knowledge, experiences and interests to aid comprehension.</p>

Year 5 and 6 : Reading knowledge (comprehension) and key vocabulary

Knowledge of texts	Knowledge of language		Knowledge of comprehension and reading strategies	
Know how to identify a wide range of narrative texts including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions including their distinguishing features.	Know how to interpret an authors use language including literary devices designed to create an impression or image in a reader's mind's eye.	Know how to use imagination, empathy, prior knowledge and experiences to fully appreciate and understand a text.	Know how to identify the difference between inference and deduction and how these strategies are important to fully understand a text.	Know how to use morphology and etymology can aid comprehension when encountering unfamiliar words
Know how to identify and interpret the key elements of a story in order to analyse and evaluate it and make recommendations e.g. plot/character development, conflict, resolution, sub plots, suspense, viewpoint, intrigue, twists, style, layout, language etc.	Know how to interpret authorial techniques designed to aid meaning and convey an impression including dialogue, narrator's voice, simile, metaphor, personification, rhetorical questions, flashbacks, alliteration, onomatopoeia, point of view	Know how to interpret the meaning of root the words, prefixes and suffixes as listed in English NC Appendix 1 can aid meaning	Know how to interpret the meaning of a poem or play meaning by its intonation, speed, tone and volume.	Know how to draw on information from several places in the text to gain a broad understanding.
Know a range of children's authors and poets and the themes or genres they are known for.	Know how to detect bias and distinguish fact from opinion	Know the meaning of an extensive range of words well beyond their spoken vocabulary.	Know how to re-read a sentence to gain meaning or check understanding.	Know how to infer meaning of an unfamiliar word or phrases through context.
Know how some texts are biased and have a specific view point and this can be identified through the use of the author's language.	Know how idioms, proverbs and catchphrases are designed to aid meaning and are not be interpreted literally.	Know how to identify the difference between the use of standard and non-standard English.	Know how to paraphrase a section of text and how to quote a section to illustrate a point.	Know how to search texts quickly and efficiently using skimming and scanning.
Know how to summarise key points in a more complex text by identifying themes and concepts rather than specific details.	Know how to draw conclusions and make predictions and how these can be changed based on new evidence in the text e.g. plot twists			Know to draw on prior knowledge, experiences and interests to aid comprehension.

Reception: Writing knowledge

<p>Text and sentences</p> <p>Know pictures, symbols and marks convey meaning and that writing is a sequence letters that represent words and is read left to right.</p>	<p>Text and sentences</p> <p>Know writing (print) is used for different purposes including stories, letters, lists, signs and labels.</p>	<p>Text and sentences</p> <p>Know how to read cvc words using synthesis e.g. cat, dog, pin.</p>	<p>Text and sentences</p> <p>know how to label pictures of cvc nouns using the moveable letters.</p>	<p>Text and sentences</p> <p>Know some word are tricky words that cannot be sounded out e.g. the</p>
<p>Text and sentences</p> <p>Know how to use moveable letters and the word 'the' to label pictures leaving a space between words. e.g. the cat, the hen, the dog, the pig, the fox using phonemes taught so far.</p>	<p>Text and sentences</p> <p>Know how to label pictures (simple captions) using the moveable alphabet leaving a space between words using simple article adjective noun phrases e.g the big dog, the wet hen, the red hen.</p>	<p>Text and sentences</p> <p>Know how to identify all corresponding capital letter grapheme for each lower case grapheme.</p>	<p>Text and sentences</p> <p>Know how to use moveable letters (or whole word labels) to form simple sentences using full stops and capital letters and only trick words and graphemes/phonemes taught so far. e.g The red hen is in the box.</p>	<p>Text and sentences</p> <p>Know the purpose of a full stop and that it is located at the end of a sentence.</p>
<p>Text and sentences</p> <p>Know how to copy simple repeating mark making patterns using a trip grid e.g. zig zag, vertical lines, circles etc.</p>	<p>Text and sentences</p> <p>Know how to correctly form all 26 lower case letters using a writing implement.</p>	<p>Text and sentences</p> <p>Know how to correctly form all 26 upper case letters using a writing implement.</p>	<p>Text and sentences</p> <p>Know how to write/label a noun, article noun, article adjective noun phrase and a pre-determined simple sentence using only phonemes and taught tricky words (see previous steps using moveable letters).</p>	<p>Text and sentences</p> <p>Know how to leave a space (finger space) between each word when writing a sequence of words.</p>
<p>Text and sentences</p> <p>Know how to hold a pencil effectively using a tripod grip and write</p>	<p>Text and sentences</p> <p>Know how to construct orally a simple sentence with object verb agreement e.g. The dog is barking.</p>	<p>Text and sentences</p> <p>Know how to write a phonetically plausible sentence using their phonetic knowledge and spelling knowledge of tricky words.</p>	<p>Text and sentences</p> <p>Know how to read back what they have written to check for meaning and correct errors.</p>	

Year 1 and 2: Writing knowledge

<p>Text and sentences</p> <p>Know writing knowledge from Reception.</p>	<p>Text and sentences</p> <p>Know how to combine words to a make a sentence that is complete in itself and makes sense.</p>	<p>Text and sentences</p> <p>Know how to write more than 2 connected sentences demarcated with full stops and with capital letters in the correct place.</p>	<p>Text and sentences</p> <p>Know how to construct sentences orally and use the processes of think, say, write, check.</p>	<p>Text and sentences</p> <p>Know how to identify and write a statement, question, exclamation or command.</p>
<p>Text and sentences</p> <p>Know how to write noun phrases to give additional information about the noun e.g. the blue butterfly, plain flour, the man in the moon.</p>	<p>Text and sentences</p> <p>Know how to write a four part recount.</p>	<p>Text and sentences</p> <p>Know how to write a non-chronological report.</p>	<p>Text and sentences</p> <p>Know how to write a fact file.</p>	<p>Text and sentences</p> <p>Know how to write for a leaflet.</p>
<p>Text and sentences</p> <p>Know how to write about an event.</p>	<p>Text and sentences</p> <p>Know how to write a diary.</p>	<p>Text and sentences</p> <p>Know how to write an information text</p>	<p>Text and sentences</p> <p>Know how to write to persuade someone.</p>	
<p>Text and sentences</p> <p>Know how to write a longer problem solving story.</p>	<p>Text and sentences</p> <p>Know how to write a diary story</p>	<p>Text and sentences</p> <p>Know how to write a losing story.</p>	<p>Text and sentences</p> <p>Know how to write a story based on a traditional tale.</p>	<p>Text and sentences</p> <p>Know how to write a voyage and return story.</p>
<p>Text and sentences</p> <p>Know how to write an acrostic poem</p>	<p>Text and sentences</p> <p>Know how to write nonsense poetry.</p>	<p>Text and sentences</p> <p>Know how to write a shape poem</p>		<p>Text and sentences</p> <p>Know how to write a simple play script.</p>

Year 1 and 2: Writing knowledge

<p>Text and sentences</p> <p>Know how to join sentences using subordinating and coordinating words including : when, if, that, because, or, and, but.</p>	<p>Text and sentences</p> <p>Know how to identify and write in the present and past tense.</p>	<p>Text and sentences</p> <p>Know how to write the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</p>	<p>Text and sentences</p> <p>Know how to link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing etc.</p>	<p>Text and sentences</p> <p>Know how to identify and use adventurous vocabulary and detail to make their writing lively and interesting to the reader.</p>
<p>Vocabulary</p> <p>Know how to identify a noun, noun phrases, verb, adverb and adjective.</p>	<p>Vocabulary</p> <p>Know how to identify and form singular and plural nouns by adding s or es.</p>	<p>Vocabulary</p> <p>Know how to identify and add suffixes to a word to change its meaning e.g. helping, helped, helper.</p>	<p>Vocabulary</p> <p>Know how to identify and add prefixes to a verbs and adjectives to change their meaning e.g. unkind, untie.</p>	<p>Vocabulary</p> <p>Know how to identify, singular, plurals,, punctuation including full stops, question/exclamation mark, apostrophes and commas.</p>
<p>Punctuation</p> <p>Know how to use capital letters for proper nouns, the start of a sentence and the pronoun I.</p>	<p>Punctuation</p> <p>Know how to use a question and exclamation mark.</p>	<p>Punctuation</p> <p>Know how to use a comma to separate items in a list.</p>	<p>Punctuation</p> <p>Know apostrophes mark where letters are missing or to mark singular possession e.g. the girls name.</p>	
<p>Spelling</p> <p>Know how to spell all decodable words and common exception words up to and including Level 6 phonic programme.</p>	<p>Spelling</p> <p>Know how to spell the days of the week.</p>	<p>Spelling</p> <p>Know how to spell common compound words and spell simple words with adjacent consonants.</p>	<p>Spelling</p> <p>Know how to use the simple spelling rules as listed in the national curriculum English Appendix 1.</p>	<p>Spelling</p> <p>Know how to spell all decodable words and common exception words up to and including Level 6 phonic programme.</p>
<p>Handwriting and presentation</p> <p>Know how to sit correctly at a table, holding a pencil comfortably and correctly.</p>	<p>Handwriting and presentation</p> <p>Know how to form lower and upper cases letters and digits 1-9.</p>	<p>Handwriting and presentation</p> <p>Know the importance of leaving spaces between words.</p>		<p>Handwriting and presentation</p> <p>Know how to sit correctly at a table, holding a pencil comfortably and correctly.</p>



Year 3 and 4: Writing knowledge

Text and sentences Know how to write account of events.	Text and sentences Know how to describe settings.	Text and sentences Know how to write a haiku.	Text and sentences Know how to write a letter.	Text and sentences Know how to write a narrative with a balance description, dialogue and action.
Text and sentences Know how to write a list poem.	Text and sentences Know how to write to a cinquain poem	Text and sentences Know how to write instructions.	Text and sentences How to write a guided voyage and return story	Text and sentences How to write a diamante poem
Text and sentences Know How to write a buddy story.	Text and sentences Know how to write a triumphing story.	Text and sentences Know how to write a losing story.	Genres Know how to write using similes.	Genres Know how to write a magazine article.
Text and sentences Know how to write to inform a reader.	Text and sentences Know how to a warning story.	Text and sentences Know how to write an explanation.	Text and sentences Know how to write a recipe.	Text and sentences Know how to write a poem with mood.
Text and sentences Know how to write to a myth and a legend story.	Text and sentences Know how to write to a play script.	Text and sentences Know how to write building an image over a stanza	Text and sentences Know how to write to persuasive letter.	Text and sentences Know how to write a balanced argument.
Text and sentences Know how to write using metaphors.	Text and sentences Know how to write a newspaper report.	Text and sentences Know how to write a portal story.	Text and sentences Know how to write a tanka poem	Text and sentences Know how to write a persuasive brochure.



Year 3 and 4: Writing knowledge

Text and sentences Know how to compose, rehearsing and amend sentences orally (including dialogue) prior to writing them down.	Text and sentences Know how to write a paragraph using a sequence of sentences around a theme.	Text and sentences Know how to write a story using characters, setting and a plot.	Text and sentences Know how to write a non-narrative text using appropriate organisational devices including headings and sub headings.	Text and sentences Know to proof read in order to check for spelling, punctuation errors and to check each sentence makes sense e.g. .consistent tense, no word omissions.
Text and sentences Know how to identify the difference between a main clause and a subordinate clause and how to contrast a sentence using this knowledge.	Text and sentences Know how to write noun phrases by adding a modifying adjective, noun or prepositional phrase.	Text and sentences Know how to write a three part sentences e.g. He opened the door, rushed down the path and jumped over the gate.	Text and sentences Know how to write using various sources including imagination, prior reading and personal experiences.	
Vocabulary Know how to identify a conjunction, adverb and prepositions.	Vocabulary Know how to use pronouns effectively e.g. for clarity, cohesion and to avoid repetition.	Vocabulary Know how to use conjunctions, adverbs and prepositions to express time and cause.	Vocabulary Know the purpose of and how to use a fronted adverbial.	Vocabulary Know how to write a sentence using words such as when, if, after, because, although etc.
Punctuation and Grammar Know how to identify sentences that have more than one clause and they are connected using words such as when, if, after, because, although etc.	Punctuation and Grammar Know how to identify the present perfect forms of verbs and past tense.	Punctuation and Grammar Know how to use a comma after using a fronted adverbial.	Punctuation and Grammar How to identify a possessive apostrophe in regular words e.g. boy's, girl's and irregular words e.g. children's.	Punctuation and Grammar Know how to identify possessive apostrophes with plural nouns and know how to explain the difference between plural and possessive 's'



Year 3 and 4: Writing knowledge

Punctuation and grammar Know how to use a possessive apostrophe with plural nouns.	Punctuation and grammar Know how to identify the difference between standard forms for verb inflections and local spoken forms e.g. we were instead of we was or I did instead of I done.	Punctuation and grammar Know how to use the article 'a' when the next words sound is a consonant and 'an' when it precedes a vowel sound.		
Spelling Know how to spell words from the Year 3 & 4 wordlist (See NC English Appendix 1)	Spelling Know how to spell commonly misspelt words (See NC English Appendix 1)	Spelling Know how to add prefixes to root words (See NC English Appendix 1)	Spelling Know how to write from memory simple sentences dictated by the teacher that uses punctuations and spellings learnt so far.	Spelling Know how to use the first two or three letters of a word to check its spelling in a dictionary.
Handwriting and presentation Know how to use diagonal and horizontal strokes to join letters and which are best left unjoined.	Handwriting and presentation Know how to consistently use parallel and equidistant down strokes.	Handwriting and presentation Know how to write so that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.		



Year 5 and 6 : Writing knowledge

Text and sentences Know how to write a story and create atmosphere.	Text and sentences Know how to write a balanced argument.	Text and sentences Know how to write an explanation for a TV programme.	Text and sentences Know how to write a finding story.	Text and sentences Know how to write a poem using stanza
Text and sentences Know how to write a biography.	Text and sentences Know how to write a persuasive letter or email.	Text and sentences Know how to write text for a webpage.	Text and sentences Know how to write a crown cinquain.	Text and sentences Know how to write a blog for a webpage.
Text and sentences Know how to write a rags to riches story.	Text and sentences Know how to write a play script.	Text and sentences Know how to write a guidebook.	Text and sentences Know how to write a character flaw story.	Text and sentences Know how to write a renga poem.
Text and sentences Know how to write a multiple narrator a story.	Text and sentences Know how to write a story using fiction and non-fiction.	Text and sentences Know how to write for a textbook.	Text and sentences Know how to write persuasively.	Text and sentences Know how to write from a viewpoint
Text and sentences Know how to write a roundlet.	Text and sentences Know how to write a vlog.	Text and sentences Know how to write in the first person using humour.		



Year 5 and 6 : Writing knowledge

Text and sentences Know how to effectively integrate and balance description, action and dialogue in narrative writing.	Text and sentences Know how to precise a longer piece of writing.	Text and sentences Know how to write in the first and third person and from a specific point of view.	Text and sentences Know how and when to use a range literary devices for effect including dialogue, narrator's voice, simile, metaphor, personification, rhetorical questions, flashbacks, alliteration, onomatopoeia	Text and sentences Know how to use special organisational devices including headings, sub headings, bullet points, underlining, bold, italics in non-narrative writing.
Text and sentences Know how to use consistent tense in a piece of writing.	Text and sentences Know how to maintain consistent subject verb agreement in a piece of writing.		Vocabulary Know how to effectively make careful grammatical choices and vocabulary to subtly change and enhance meaning e.g. using figurative language or choice of tense or perspective (first vs third person)	Vocabulary Know how to use expanded noun phrases to convey complicated information concisely.
Vocabulary Know how to use vocabulary and sentence structures for formal speech and writing including subjunctive words.	Vocabulary Know how to use passive verbs for effect and to change meaning.	Vocabulary Know how to use the perfect form of verbs to mark relationships of time and cause.	Vocabulary Know how to use modal verbs or adverbs to indicate degrees of possibility.	Vocabulary Know how to use relative clauses beginning with who, which, where, when, whose, that with an implied relative pronoun



Year 5 and 6 : Writing knowledge

Punctuation and grammar Know how to use the grammatical devices from the Year 5 & 6 NC English Appendix 1.	Punctuation and grammar Know how to use commas to clarify meaning and avoid ambiguity.	Punctuation and grammar Know how to use hyphens to avoid ambiguity.	Punctuation and grammar Know how to use brackets, dashes and commas to indicate parenthesis.	Punctuation and grammar Know how to use semi-colons, colons or dashes to mark boundaries between independent clauses.
Punctuation and grammar Know how to use a colon to introduce a list.	Punctuation and grammar Know how to use bullet points.	Punctuation and grammar Know how to explain the grammatical terminology in English Appendix 2.	Handwriting and presentation Know when and how to use different styles of print for effect e.g. print, joined, bold, italic, or capitals are used for different purposes .	Handwriting and presentation Know how and when to use different writing implements for specific tasks and effect.
Spelling Know how to spell words from the Year 5 & 6 wordlist (See NC English Appendix 1).	Spelling Know how to spell words with silent letters.	Spelling Know how to distinguish and spell homophones which are often confused and the purpose of a dictionary to check the meaning of words.	Spelling Know how to use knowledge of morphology and etymology in spelling and how to distinguish and spell homophones which are often confused.	



Reception : Science (Understanding the world)

Know about the natural world around them.	Know how to use their senses to investigate objects and materials.	Know how to describe what they see, hear and feel whilst outside.	Know there are four seasons and the key features of them.	Know the effect of changing seasons on the natural world around them.
Know some environments that are different to the one in which they live.	Know how to identify key features of living things e.g All spiders have 8 legs, all insects have 6 legs.	Know about some living things and their habitats.	Know some key parts of the human body.	Know that humans grow and change.
Know the names of some key materials e.g wood, plastic, glass, metal.	Know that materials can change.	Know the terms solid and liquid to describe materials when cooking.	Know the terms dissolve and melt when cooking.	Know that push and pull are forces which move things.
Know that electricity is used around the world.	Know how to look at objects and observe and talk about similarities, difference, patterns and change.	Know how to make predictions.	Know how to think critically.	Know how to discuss what they are thinking.
Know how to solves problems.	Know how to notice, measure, ask questions and record.	Know how to compare similarities and differences.	Know how to express opinions, explain and describe.	

Vocabulary

Spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, rain, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, hibernate, migrate, names of animals, land, water, jungle, desert, polar regions -North Pole, South Pole, sea, ocean, beach, hot, cold, wet, dry, snow, environment, camouflage, ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back, solid, liquid, gas, float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce, force, push, pull, rotate, turn



Year 1 and 2 : Science knowledge and key vocabulary

Thinking like a scientist	Working scientifically			
Know how to ask a scientific question questions such as 'What will happen if...?' 'Why...?' 'How...'	Know that scientific knowledge comes from observations, investigations, books, photographs and videos	Know how to observe closely, using simple equipment	Know how to perform simple fair tests	Know how to identify and classify their observations
Know how to use their observations and ideas to suggest answers to questions	Know how to gather and record data to help answer scientific questions	Know how to use simple measurements and equipment (for example, hand lenses, egg timers) to gather data	Know how to record and communicate their findings in a range of ways including drawings, diagrams, tally charts and simple tables	Know how to use simple but correct scientific language/terminology to describe their scientific knowledge and understanding
Living things	What do plants need to germinate and grow?.			
Know the structures of flowering plants, including trees in terms of roots, leaves, trunk, stem, leaves, petals.	Know how to find out that plants are living things and that they need water, light and the right temperature to grow and stay healthy	Know how to observe, describe and measure the growth of a plant from a seed and a bulb including using the term germination.	Know how to Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Know how to explain that God intended humans through Adam and Eve to care for the world .
Living things	How do living things stay alive?			
Know how to devise some criteria to group and classify living things from things that have never been alive.	Know that living things include humans, plants and animals	Know living things need water, food, and air to stay alive and that their environment or habitat provides the things they need	Know that some animals depend on other living things e.g., some animals eat plants whilst others eat other animals to stay alive	

Year 1 and 2 : Science knowledge and key vocabulary

Living things	Why do animals live in different types of habitats?			
Know how to identify and name a variety of plants and animals and their habitats, including microhabitats	Know how animals obtain their food from plants and other animals, using the idea of a simple food chain.	Know and name different sources of food for different animals in different habitats	Know that some animals depend on other living things e.g., some animals eat plants whilst others eat other animals to stay alive	Know how living things live in different habitats, how they are suited to living in that habitat and know how these features help them stay alive
Living things	How can we put animals into different groups?			
Know how to name, group and classify a variety of common animals including fish, amphibians, reptiles, birds and mammals..	Know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	Know the life cycle of a butterfly including the terms caterpillar, pupa, cocoon, chrysalis and metamorphosis	
Living things	Why does my body have different parts?			
Know the name of the basic parts of the human body including arms, legs, chest, head, hands, feet, knees, thighs, fingers, toes, wrists, ankles, elbows, neck, shoulders, ears, nose, mouth, teeth, tongue, eyes.	Know how to draw and label the body and parts	Know the purpose of each body part.	Know the 5 senses and which parts of the body they are associated with.	
Living things	How are humans similar and different to animals and plants?			
Know how to identify and describe the similarities and differences between human and other living things including animals and plants..	Know what living things need to survive, grow and stay healthy including food, water, oxygen.	Know the importance for humans of exercise, eating the right amounts of different types of food (diet), and cleanliness (hygiene).	Know that animals, including humans, have offspring (young ones) which grow into adults and that plants produce seeds that grow into plants	



Year 1 and 2 : Science knowledge and key vocabulary

Materials	What are everyday materials made from?			
Know how to identify, describe and classify different materials including wood, plastic, glass, paper, cardboard, rubber, metal, water, fabric, and rock..	Know how to describe, compare and classify materials based on their properties e.g. rough, smooth, flexible, stretchy, hard, soft, shiny, waterproof, rigid, brittle, heavy, light, etc.	Know that some everyday objects are made from more than one material and can identify and name the materials on everyday objects that are made of more than one material.		
Materials	What do we use different materials for?			
Know that materials are used for different purposes based on their qualities and properties e.g. spoons are made from metal because they are hard/rigid and can be shaped, clothes are made from fabric because it is flexible and can shape round our body.	Know that some materials are more suitable for some purposes than others e.g. a saucepan is not made from wood because it will burn or a plastic cup for young children because they are less likely to break than glass is brittle and can break more easily..	Know the difference between the name of the object and the material from which it is made.	Know how to explain why the following materials are suitable for their identified purpose: wood, plastic, glass, paper, cardboard, rubber, metal, water, fabric, and rock metamorphosis	Know the shape of solid can be changed by squashing, bending, twisting and stretching and others are rigid and need a much greater force such as cutting. This affects what they can be used for.
Materials	What is special about water?			
Know different places where water is stored and where water comes from other than from a household tap e.g. oceans, seas, lakes, rivers, puddles, clouds, rain, snow, ice etc.	Know how water is used in everyday life and how it is important for animal, human and plant life and growth and that without it nothing could stay alive.	Know the importance of drinking water as part of a balanced diet and staying healthy	Know the importance of water in terms of hygiene and washing to keep us healthy.	Know what happens to water when it is cooled down and that it freezes and form ice and that it can return to liquid when warmed up.

Year 1 and 2 : Science knowledge and key vocabulary

Light and sound	Which materials let light through?			
Know that there are different sources of light and that light from the sun can be dangerous and that there are ways to protect their eyes	Know that some materials have properties that let light through e.g glasses and other do not e.g wood.	Know how to test which materials let light though and which do not.	Know that some materials light some light through e.g. paper, fabric	Know that some objects are deliberately made from materials that let light through e.g. windows and glass, spectacles etc.
Light and Sound	How do we hear sounds?			
Know that we have 5 senses and that we hear using 2 ears.	Know that sound travels from its source in all directions and into the ear and gets quieter the further away it is from the source.	Know that different materials make different sounds when contact is made in different ways	Know how to change a sound an object makes e.g. louder or quieter on a musical instrument by using a bigger force.	Know that different objects are made from different materials because of the sounds they make e.g glockenspiel/xylophone, fire alarm made from metal
Earth and Space	What do we notice when the seasons change?			
Know the order and sequence of the 4 British seasons : Autumn, Winter, Spring and Summer.	Know the observable features and differences between seasons in terms of the weather (temperature, amount of sunshine, rainfall) and daylight hours.	Know the effects of the seasons in plant life and growth including effects of autumn /spring on trees, plants and animals including hibernation and animal migration.		
Electricity	How do we use electricity?			
Know and identify appliances in the home and school that operate through electricity including battery power.	Know you can't see electricity but you can see its effects.	Know electricity can be dangerous and know rules around electricity that keep us safe.		



Year 1 and 2 : Science knowledge and key vocabulary

Electricity	How can I make something work safely using electricity?			
Know how to make a simple circuit with a bulb, battery and wire and why it is safe to use a battery but not electricity from a socket.				
Forces	What things do I push to make them work and which things do I pull?			
Know that a push and a pull creates a force that can make things move, change direction or stop	Know some everyday objects that require a push or pull to make them work e.g. buttons, toys, opening and closing a door or drawer.			



Year 3 and 4 : Science knowledge and key vocabulary

Thinking like a scientist	Working scientifically			
Know how to set up simple practical enquiries, comparative and fair tests	Know how to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Know how to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Know how to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Know how to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further question
Know how to identify differences, similarities or changes related to simple scientific ideas and processes	Know how to use straightforward scientific evidence to answer questions or to support their findings			
Living things	What is the life cycle of a flowering plant?			
Know what plants need to survive and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	Know the parts of a flower play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			
Living things	What's a food chain? (Who eats who?)			
Know that animals, including humans, need the right types and amount of nutrition (food) to stay alive,	Know how to use classification keys to identify and name a variety of living things in their local and wider environment.	Know that humans and animals have to seek food sources (plants and animals) whereas plants turn light into food.	Know that herbivores eat plants and carnivores eat animals (meat) and that omnivores eat both.	Know how to construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 3 and 4 : Science knowledge and key vocabulary

Living things	What happens to your food when you swallow it?			
Know the functions of different teeth including molars, canines and incisors.	Know the of the digestive system breaks food down so nutrients can be absorbed and waste excreted.	Know digestion starts with the teeth and saliva and that food travels to the stomach.	Know acids in the stomach break food down further before it travels into the gut where nutrients and water are absorbed into the blood stream	Know waste products (liquids) and (solids) are excreted at the end of the digestive tract.
Living things	How do we move our arms and legs?			
Know that humans and some other animals have skeletons and muscles	Know the skeleton is made up of bones and know the name of some bones.	Know the skeleton provides the body with support so we can stand up.	Know about the muscle and skeleton system of humans and animals and how they are connected to make our arms and legs move.	
Living things	How are some animals suited to live in their environment?			
Know a range of habitats and the types of living things that live there	Know animals have physical features that help them survive in that habitat e.g. fish have fins, gills and a streamlined body whereas an owl has feathers, wings, great eye sight and sharp claws to help hunt its prey	Know that some animals use camouflage and know some examples and prey.	Know how to classify animals according to their physical features and/or habitat	
Living things	How are humans endangering animals by changing the environment?			
Know that if a habitat is destroyed the creatures within them may die out.	Know some examples of animals that are in danger because their environment is changing	Know that habitats are changing because of humans e.g. climate change, pollution, deforestation, farming.	Know some examples of animals in danger and the reasons why e.g rhinos, tigers, elephants, gorillas.	

Year 3 and 4 : Science knowledge and key vocabulary

Materials	What is the difference between a solid, liquid and gas?			
Know that all materials can be classified according to whether they are solids, liquids or gases.	Know the criteria for deciding e.g. Solids have a fixed shape and fixed volume, which means they do not move to fill a container when they are placed in it.	Know solids hold their own shape and volume. Liquids do not have a fixed shape, but they do have a fixed volume.	Know liquids and gases spread out to fill a container when they are placed in it, but they hold their own volume together.	Know gases do not have a fixed shape or volume and they fill a container they are placed in, no matter its size or shape.
Materials	How does heat and temperature affect water?			
Know water can change state and be present as a solid, liquid or gas and these are ice, water and vapour.	Know that a change state occurs when the material is heated or cooled	Know water changes state at 100 degrees Celsius (°C) and 0	Know changes of state linked to temperature can be reversed e.g. water to ice; water to vapour (evaporation) and back again (condensation).	Know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Materials	How are rocks, fossils and soil made?			
		Know in simple terms how fossils are formed over millions of years when things that have lived are trapped within rock.	Know that soils are made from rocks and organic matter that breaks down over time.	
Materials	How are rocks similar and different?			
Know how to compare and classify rocks according to their physical properties.	Know how to compare them in terms of hardness (scratch test) and whether they absorb water or not	Know the difference between sedimentary, igneous and metamorphic rocks and how they are formed.	Know why some rocks are used for different purpose e.g. jewels, marble for decoration, slate etc.	



Year 3 and 4 : Science knowledge and key vocabulary

Light and sound	What is the difference between transparent, opaque and translucent?			
Know that light comes from a source and that can be reflected e.g. off a mirror or a shiny material such as jewellery or sequins.	Know that some colours and materials are better at reflecting light than others.	Know that shadows are formed when an opaque object blocks and reflects the light source preventing it from travelling through.	Know that light travels through transparent objects and this does not cast a shadow because no light is reflected back.	Know that some materials are semi-transparent (translucent) and cast a weak shadow because some light is let through but not all.
Light and sound	How is sound made and how does it travel? ?			
Knows how to explain how sounds are made in terms of vibrations.	Know these vibrations get smaller away from the source and this is why the sound is quieter.	Know that vibrations from sounds travel through a medium (solid, liquid or gas) to the ear.	Know that the pitch of a sound (note) refers to high or low it sounds and this depends on the features of the object that produced it.	Know that magnets only attract materials containing iron and that some metals do not contain iron.
Electricity	How can I make a simple switch using conductors and insulators?			
Know how to make simple circuits using bulbs, batteries, motors, buzzers and switches.	Know how to classify insulators and conductors based on their ability to conduct electricity.	Know how to make a simple lever switch e.g. using brass tacks and a paper clip.		
Forces	How does friction slow things down?		Why do magnets push and pull?	
Know how things move on differently on different surfaces and the force that slows things from moving/sliding across a surface is called friction	Know the properties that causes high and low friction and the impact this force.		Know how magnets attract or repel each other and attract some materials but not others because it depends on their iron content.	Know magnet have 2 poles called north and south and that similar poles repel and different poles attract

Year 5 and 6 : Science knowledge and key vocabulary

Thinking like a scientist	Working scientifically			
Know how to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Know how to take accurate measurements with precision, using a range of scientific equipment, taking repeat readings when appropriate.	Know how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Know how to use test results to make predictions to set up further comparative and fair test.	Know how to report and present findings from enquiries in the form of oral or written conclusions including identifying causal relationships.
Know how to explain findings and comment on the degree of trust in results.	Know how to identify scientific evidence that has been used to support or refute ideas or arguments.			
Living things	How do living things reproduce?			
Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Know about human growth and how the body changes as it gets older.	Know the requirements for plant growth including water, air, nutrients, light, correct temperature and how plants transport water.	Know the ways in which nutrients and water are transported within animals, including humans.	Know the life process and reproduction in some plants and animals including the life cycle of a plant and seed dispersal.
Know the name of and function of the parts of flowering plants including stamen, stigma, style, ovary, ovules, pollen, anther, filament, petal, leaf, root, stem.				
Living things	Why do some living things survive and others become extinct?			
Know a range of different ways how living things are classified into broad groups according to common observable characteristic.	Knows the importance of classifying plants and animals based on specific characteristics.	Know living things are generally classified based on similarities and differences, including microorganisms, plants and animals.		



Year 5 and 6 : Science knowledge and key vocabulary

Living things	How the circulatory system works?		How does the human body change, as we grow older?	
Know and name the main parts of the human circulatory system.	Know and explain the functions of the heart, blood vessels and blood.	Know the impact of diet, exercise, drugs and lifestyle on the way their bodies function and can give examples e.g. cancer, obesity and the impact on the circulatory system e.g. heart disease.	Know the effects of lifestyle choices and age.	Know the changes as humans develop to old age including puberty, mental and physical health.
Living things	How do fossils provide information about living things that inhabited the Earth millions of years ago?			
Know about the concept of evolution and inheritance and know some examples.	Know that animals can become extinct and that we know because we can find traces in fossils	Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Know how to compare and group rocks and describe the formation of fossils.	
Living things	How are habitats linked to evolution?			
Know how a range of animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Know that evolution is a theory and that all life came from a single cell that mutated over time and only the species that suited the environment survived.			



Year 5 and 6 : Science knowledge and key vocabulary

Materials	How can we separate solids, liquids and gases that have been mixed or dissolved?			
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	Know that dissolving, mixing and changes of state are reversible changes through filtration (filtering).	Know that some changes are irreversible especially in cooking.	Know how solids, liquids and gases and how mixtures might be separated, including through filtering, sieving and evaporating.	
Materials	How can I test the suitability of materials for different purposes?			
Know material can be classified based on their physical properties e.g. strength, hardness, transparency, conductive properties (electrical and thermal).	Know why materials are used for specific purposes e.g. plastics for conductors or children's beakers, metals for rigid structures etc.	Know how to carry out fair tests to test the physical properties of materials.		
Materials	Which changes of state are reversible and which are irreversible?			
Know changes of state are linked to temperature and the relation between evaporation, condensation, freezing (solidifying) and melting .	Know changes of state in water are all reversible.	Know the terms vapour, steam, evaporation, condensation, reversible and how this is connected the water cycle and weather.	Know that changing the temperature of other materials can be irreversible irreversible e.g. the effects of cooking or burning wood	Know a range of examples of materials that when heated the change is irreversible.



Year 5 and 6 : Science knowledge and key vocabulary

Light and Sound	How does the eye see and why does the shape of a shadow change?			
Know that light appears to travel in straight lines	Know that objects are seen because they give out or reflect light from an object and into the eye to form an image.	Know why shadows have the same shape as the objects that casts them although the shadow can change size depending on the distance of the light source from the object.		
Light and Sound	Does sound travel equally well through different materials?			
Know that sound vibrations need a medium (solid, liquid or gas) to travel through.	Know how to investigate and compare how well sound travels through air, liquids and a solid materials compare the effect			
Earth and beyond	How does the Earth's movement in space affect what night, day, weather and the seasons?			
Know the sun, Earth and moon as approximately spherical bodies.	Know the moon orbits the Earth and this is why we see phases of the moon.	Know the Earth and other planets are part of the solar system and they orbit the sun.	Know the apparent movement of the sun is an illusion and that it is the Earth rotating that causes this effect.	Know that day and night (darkness) is caused by the orbiting Earth.



Year 5 and 6 : Science knowledge and key vocabulary

Electricity and Forces		How can I increase/decrease the flow of electricity in a circuit?		
Know the effect of the voltage in cells (adding batteries) increases the flow of electricity and makes a bulb brighter	Know the effect of the voltage in cells (adding bulbs decreases the flow of electricity and makes a bulb dimmer because it increases resistance in the circuit.	Know how to test the conductivity (resistance) of different materials.	Know how to make a simple press pad switch (hinge and aluminium foil) and lever switch (paper clip) to break the circuit?	
Electricity and Forces		How can I draw a circuit diagram?		
Know how to use recognised symbols to draw a simple circuit a diagram including cells, open switch, closed switch, lamp, buzzer and motor.	.			
Electricity and Forces		What are the effects of forces around me?		
Know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Know the effects of air resistance on objects travelling through the and water resistance and how this helps objects float. .	Know the effects of friction on objects travelling over a surface and how this can be overcome. Know that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	Know the apparent movement of the sun is an illusion and that it is the Earth rotating that causes this effect.	Know that day and night (darkness) is caused by the orbiting Earth.

Reception : Art and design knowledge

<p>Drawing vocabulary</p> <p>Drawing, crayon, felt tip, line, pen, pencil, wax crayon, straight, circle, other shape names, portrait.</p>	<p>Painting vocabulary</p> <p>Colour, colour names, mixing, dip, paintbrush, painting, sponge, easel, tone, Primary colours.</p>	<p>Printing vocabulary</p> <p>Print, printing, repeated patterns, rubbing, sponge.</p>	<p>3D vocabulary</p> <p>3D, 3D art, cardboard, playdough, junk model, modelling, cut, stick, tape, pull, push, on, below, next to, above.</p>	<p>Collage vocabulary</p> <p>Collage, cut, join, overlap, scrunch, tear.</p>
<p>Drawing</p> <p>Know how to mark make with a variety of drawing materials e.g pencil, chalk, felt tips, pastels.</p>	<p>Drawing</p> <p>Know to give meaning to their marks.</p>	<p>Drawing</p> <p>Know they can draw from observation and experience.</p>	<p>Colouring</p> <p>Know how to colour inside the line using colouring pencils or pastels.</p>	<p>Painting</p> <p>Know how to use and care for equipment safely and correctly, including selecting own resources required.</p>
<p>Painting</p> <p>Know to wash up their brushes when they have finished.</p>	<p>Painting</p> <p>Know how to use a brush effectively in different ways.</p>	<p>Painting</p> <p>Know they can work in a variety of different ways e.g. table and easel.</p>	<p>Painting</p> <p>Know how to add white to change the tone.</p>	<p>Painting</p> <p>Know they can mix colours to make new colours.</p>
<p>Painting</p> <p>Know that red, yellow and blue are called Primary colours.</p>	<p>Painting</p> <p>Know that they can use different techniques with paint e.g brush strokes, printing.</p>	<p>Painting</p> <p>Know the names of some famous painters and their work e.g Monet, Arcimboldo, Picasso, Matisse.</p>	<p>Printing</p> <p>Know they can create finger, hand and foot prints.</p>	<p>Printing</p> <p>Look at work of different printmakers and discuss their work. E.g William Morris.</p>
<p>Printing</p> <p>Know how to create rubbings using wax crayons.</p>	<p>Printing</p> <p>Know how to create printed pictures using objects such as leaves, lids, corks, sponges.</p>	<p>3D</p> <p>Know they can explore shape forming and modelling from observation and imagination e.g playdough, clay</p>	<p>3D</p> <p>Know how to mark make into surfaces e.g playdough, plasticine, clay.</p>	<p>3D</p> <p>Know how to to sculpt using a variety of materials e.g. junk modelling.</p>
<p>Collage</p> <p>Know how to cut and tear paper and card for their collages.</p>	<p>Collage</p> <p>Know how to scrunch paper to build an image.</p>	<p>Collage</p> <p>Know they can select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>Know how to use a variety of artistic effects to express ideas and feelings.</p>	<p>Know how to represent their own ideas with different media.</p>
<p>Know how to create collaboratively and share resources.</p>	<p>Know they can share ideas and skills in art.</p>	<p>Know how to talk about their artwork and say what they like and what they did well?</p>	<p>Know how to express their thoughts and feelings about the work of other artist, both friends and famous artists.</p>	<p>Know the required vocabulary to be able to describe other people's paintings.</p>



Art and design knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Thinking like an artist	Thinking like an artist	Thinking like an artist
Core vocabulary Know and routinely uses the following terms to describe artwork: painting, drawing, collage, printing, sculpture and collage; colour, pattern, shade, line, shape and texture.	Core vocabulary In addition to vocabulary introduced at KS1, know and routinely use the terms media, subject composition, colour, pattern, shade, line, shape, form and texture to compare and contrast pieces of artwork. Knows that artwork is a form of communication and conveys the artist's impression, thoughts, story or ideas rather than a photographic image.	Core vocabulary In addition to the vocabulary introduced at KS1 and lower KS2, know that art is intended to be enjoyed and interpreted, that an artist's choice of media and elements of art such as their use of colour, pattern, shade, shape, line, tone, form, brush technique, texture and composition can help convey their ideas.
Asking questions an artist asks Know and routinely answer the following questions when looking at a piece of artwork: What is the subject of this piece of art? How has this piece of artwork been created? How is it similar/different to artwork created by a different artist? What do you notice about how the artist has used colour, shade, line, shape and texture?	Asking questions an artist asks In addition to the questions in KS1, know and routinely answer the following questions when looking at a piece of artwork What is this artwork trying to communicate? How has the artist used colour, pattern, shade, shape, line, tone, texture, composition and form?	Asking questions an artist asks Routinely asks the following questions: What is the subject of this piece of art? How has this piece of artwork been created? What is this artwork trying to communicate? How has the artist used colour, pattern, shade, shape, tone, texture, composition and form to create an effect?



Art and design knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Artists Know about a range of artists and artwork that they have used as stimulus for their own art. Know how to talk about a piece of art work using core vocabulary painting, drawing, collage, printing, sculpture and collage; colour, pattern, shade, line, shape and texture.</p>	<p>Artists Know about the work of a range of current and past artists, craft makers In addition, designers (make a cross curricular link with another area of study) including those from the Black, Asian and Minority Ethnic groups (BAME). Know the language of art to describe the differences and similarities between pieces of artwork using terms including colour, pattern, shade, tone, line, texture, composition and form. Know that artists learn different drawing and painting techniques by imitating (copying) their styles and innovating to create their own style. Know how to observe the characteristics of a particular style and attempt to copy a small section.</p>	<p>Artists Know about great artists, architects and designers both current and historic including those from the Black, Asian and Minority Ethnic groups and describe artwork in terms of composition, effect and techniques used. Know the language of art to describe the differences and similarities between pieces of artwork using terms including colour, pattern, shade, tone, texture, composition and form.</p>
Drawing	Drawing	Drawing
<p>Know how to draw shapes and patterns using various media including pencil, chalk, charcoal, crayons, pastels, wax crayon felt tips. Know how to draw shapes, what they see from observation, self-portraits and imaginations and compare with other artists. Know how to recognise and understand the use of shapes in drawings. Know how to use drawing to develop and share their ideas, experiences and imagination e.g. draw their interpretation of a piece of music or a place from a story. Know how to draw a self-portraits including knowing the position of eyes, nose, ears and mouth in relation to one another. Know how to control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk and now the names of these.</p>	<p>Know how to design intricate patterns and sketch from imagination and observations using different grades of pencil and other implements to create lines and marks and represent texture. Know how to draw pictures and patterns using three-dimensional shapes including cuboids and cylinders. Know how to draw the shadow of an object. Know how to draw using charcoal and white chalk blending then to make grey.</p>	<p>Know why a sketchbook is important to record their observations e.g. using a sketchbook to develop and refine designs for printing for example. Know and apply techniques to represent light, shade and texture using pencil, ink charcoals and chalk. Know how to create depth by drawing still life and from imagination with objects in front of and behind and compare with works created by other artists. Know how to draw using pastels using the effects of light and shade depending on the location and source of light.</p>



Art and design knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing and painting	Drawing and painting	Drawing and painting
<p>Artists Know about a range of artists and artwork that they have used as stimulus for their own art. Know how to talk about a piece of art work using core vocabulary painting, drawing, collage, printing, sculpture and collage; colour, pattern, shade, line, shape and texture.</p>	<p>Artists Know about the work of a range of current and past artists, craft makers In addition, designers (make a cross curricular link with another area of study) including those from the Black, Asian and Minority Ethnic groups (BAME). Know the language of art to describe the differences and similarities between pieces of artwork using terms including colour, pattern, shade, tone, line, texture, composition and form. Know that artists learn different drawing and painting techniques by imitating (copying) their styles and innovating to create their own style. Know how to observe the characteristics of a particular style and attempt to copy a small section.</p>	<p>Artists Know about great artists, architects and designers both current and historic including those from the Black, Asian and Minority Ethnic groups and describe artwork in terms of composition, effect and techniques used. Know the language of art to describe the differences and similarities between pieces of artwork using terms including colour, pattern, shade, tone, texture, composition and form.</p>
Painting	Painting	Painting
<p>Know which colours can be made by mixing the primary colours e.g. yellow and blue makes green, red and blue makes purple. Know the effects of adding white (tints) and black (tones) to make darker and lighter shades</p>	<p>Know how to paint in the style of a particular artist including using different brush strokes techniques after examining works of art from established artists. Know the effects of mixing primary colours, creating tints and tones by adding black and white and then using this e.g. paint a small section of Van Gogh' Starry Night use Van Gogh's brush stroke technique (alternatives include pointillism - Seurat).</p>	<p>Know how to mix colour, shades and tones with confidence building on previous knowledge. Know how to control the types of marks made and experiment with different brush effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Know some artist that use different brush techniques describing their work using terms such as colour, pattern, shade, tone, texture, composition and form. Know painting techniques used by at least three great artists, and designers both current and historic including those from the Black, Asian and Minority Ethnic groups and experiment in trying to imitate and innovate their style</p>

Art and design knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Printing	Printing	Printing
Artists Know about artists known for printing e.g. William Morris	Artists Know about artists known for printing e.g. Andy Warhol	Artists Know about artists known for printing e.g. Andy Warhol
Know that a print is an image of the print block or object and those different materials can cause different effects. Know how to create butterfly prints, string prints and repeating pattern prints.	Know how to design and create a monoprint using stencil print or press prints techniques and know some artists who have done this describing their work using terms such as colour, shade, tone, texture, composition and form.	Know the limitations of monoprints (press prints or stencil prints) and the importance of keeping designs simple and know how to create prints that are not over complex.
Know how to create patterns and images using natural materials and consider pattern, shape, colour, composition and texture including man-made and natural materials (e.g. stones, leaves, feathers, sticks, grasses, shells, cotton reels) Know how to print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, cotton reels, sponge.	Know how to create and design patterns to produce simple designs using monoprint techniques such as stencil or press prints.	Know how to create and design patterns to produce simple designs using monoprint techniques such as stencil or press prints and know some artists who have done this describing their work using terms such as colour, shade, tone, texture, composition and form.
Collage and Sculpture	Collage and Sculpture	Collage and Sculpture
Artists Know about artists known for 3D sculpture and collage	Artists Know about artists known for 3D sculpture and collage	Artists Know about artists known for 3D sculpture and collage
Collage Know what the term collage means and how to create a collage using various materials. Know the terms malleable and rigid and the advantages and disadvantages of each.	Collage Know how to create different types of collage including: magazine montage, fabric collage, decoupage and 3d collage https://yourworldbydesign.weebly.com/types-of-collage.html	Collage know how to design and create the following types of collage : Photomontage, mosaic and paint collage https://yourworldbydesign.weebly.com/types-of-collage.htm
Sculpture Know how to use non-malleable materials to design and make structures using twig, cardboard and other recyclables, clay, boxes, Lego, pipe cleaners . Know how to make a simple thumb pot using clay or plasticine. Know how to make imaginary forms using plasticine that have rough and smooth features e.g. an imaginary animal that has a hairy body but smooth legs ad face.	Sculpture Know how to clay using joining techniques using hatching e.g. to make a coil pot https://www.hobbycraft.co.uk/get-started/in/clay-modelling/ Know how to use Modroc and papier mache or other malleable materials to produce an imaginary or realistic form.	Sculpture Know how to model over an armature: newspaper frame for Modroc and know some sculptures describing their work using terms such as colour, shade, tone, texture, composition and form.





Art and design knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Fabric	Fabric	Fabric
Know ho to use 'over and under' technique to sew two pieces of material together. Know how to thread a needle and use an 'in and out'	Know how to design and create the aesthetic aspect to supplement the functional aspect of the design and make project in DT.	Know how to design and create the aesthetic aspect to supplement the functional aspect of the design and make project in DT.
Multimedia	Multimedia	Multimedia
Know that different media can be combined paint with collage to create a texture.	Know how to create a piece of artwork that is composed from a combination of different media or materials and know some artists who have done this describing their work using terms such as colour, shade, tone, texture, composition and form.	Know how to create a piece of artwork that is composed from a combination of different media or materials and know some artists who have done this describing their work using terms such as colour, shade, tone, texture, composition and form.
Computer Generated Imagery (ICT)	Computer Generated Imagery (ICT)	Computer Generated Imagery (ICT)
Know how to use a software package to create artwork and images.	Know how to make an image move on the screen (simple animation) using appropriate software.	Know how to create a simple stop motion animation from a series of still images using more complex software e.g. Windows Movie maker or Monkey jam.
Know how to use a simple animation programme e.g. Pivot man	Know how to create a short animated sequence from captured images in simple storyboard software, to communicate a specific idea using appropriate software.	Know how to create a short animation using blue screen technology using appropriate software e.g. Windows Moviemaker.



Year 1 and 2 : Design Technology knowledge and key vocabulary

Thinking like a designer	Knowledge to be acquired during design and make assignments			
<p>Know how to ask questions a designer would ask including How I could make something that works. Does my design work? What could I do to improve it?</p>	<p>Know the following terms when designing: design, plan, make, purpose, diagram, test, evaluate, product, cut, join, stick, glue, score, fold</p>	<p>Know how everyday products work by dismantling those including examples of similar products that are part of design and make assignments. e.g. a cardboard box, pop up birthday card, an envelope, toy car with an axle, a puppet, a product with a slider, a simple switch</p>	<p>Know about key events and inventors or designers who have helped shape the world in area linked to the curriculum or design and make assignment.</p>	<p>Know how to draw diagrams or pictures of their design joints.</p>
<p>Know what is involved in designing a purposeful, functional, appealing product including drawing simple diagrams , using knowledge they have gained exploring and dismantling products .</p>	<p>Know how to use their design, research and DT skills learnt in advance to make a purposeful, functional, appealing products that use an axle/wheel, a slider, a hinge, flaps a simple switch and joining a button to a piece of fabric.</p>	<p>Know that the product should be tested afterwards to see if it works and that it is important to find which parts work well and what could be done to improve it further.</p>		



Year 1 and 2 : Design Technology knowledge and key vocabulary

A product using a wheel and axle mechanism

Know how to use a saw to cut a piece of dowel for a wheel.

Know how to attach a wheel so that it does not fall off the dowel.

Know how to make a whole in a structure to attach the wheel and axle

A product using a slider mechanism

Know how to select tools/equipment to cut paper and card glue, score, fold, shape and finish.

Know how to measure, mark out and cut.

Know how to punch a hole safely in card

A product that uses hinges and flaps

Know how to join card and paper using flaps and hinges including a pop- up Christmas/birthday card and envelope

Know how to use a split pin for example to join moveable parts of a puppet e.g. leg/arm.

Know how to measure, mark out and cut.

A product that requires a structure

Know how to join card using flaps e.g. a small card box after dismantling a cardboard box or make a net

Know how to build structures, explore how they can be made stronger, stiffer and more stable.

Know how to measure, mark out and cut.



Year 1 and 2 : Design Technology knowledge and key vocabulary

A product that uses a simple circuit and switch

Know how to make a simple circuit using a bulb, 2 wires and a battery.	Know how to make a simple switch using a hinge (paper clip and split pin)	Know how to punch a hole safely in card		
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A product made from textiles that includes attaching a button

Know how to thread a needle and sew a button onto a piece of fabric that has a purpose e.g. the eyes on a sock puppet.	Know how cut textiles and that this requires special scissors			
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A product that that can be described as a healthy snack

Know how to work hygienically when preparing food in including cleaning surfaces and hands. Kitchen	Know the properties of ingredients and importance of varied diet and know where food comes from (animal, underground etc).	Know how food is farmed, home-grown, caught	Know how to draw/explain an eat well plate identifying the groups of food and what the term "five a day" means	Know how to cut, peel and grate to produce a healthy snack
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Year 3 and 4 : Design Technology knowledge and key vocabulary

Thinking like a designer	Knowledge to be acquired during design and make assignments			
<p>Know about key events and inventors or designers who have helped shape the world in area linked to the curriculum or design and make assignment.</p>	<p>Know how to sketch initial ideas and produce annotated diagrams and plans to show how their product will work.</p>	<p>Know how to use the following vocabulary to evaluate their designs involving, mechanisms, textiles, structures, levers, circuits, pneumatics, algorithms, jinx join, functionality, aesthetic qualities and design criteria</p>	<p>Know how everyday products work by dismantling those including examples of similar products that are part of their design and make assignments.</p>	<p>Know the importance of continuing to work on product even if original didn't work</p>
<p>Know how everyday products work by dismantling them including proto-types or examples of similar products that are part of design and make assignments</p>	<p>Know about key events and individuals in design and technology who have helped shape the world in area linked to the curriculum or design and make assignment. e.g. inventors such as James Dyson, Elon Musk, Thomas Edison, Alexander Graham Bell, Henry Ford, Marie Curie, Grace Hopper, Josephine Cochrane, Mary Anderson</p>	<p>Know what is involved in designing a purposeful, functional, appealing product including drawing annotated diagrams and sketches , using knowledge they have gained exploring and dismantling products that are a source of inspiration for the design and make assignments</p>	<p>Know how to evaluate their ideas and products against their own design criteria in terms of both functionality and aesthetic qualities and consider the views of others to improve their work.</p>	



Year 3 and 4 : Design Technology knowledge and key vocabulary

A product that uses a pneumatic mechanism

Know how to use pneumatics to create movement	https://www.youtube.com/watch?v=e5itFRfC3do	Know how pneumatics are used in everyday life		
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A product that uses a fixed lever mechanism

Know how to use a fixed lever and linkages to create movement	https://www.youtube.com/watch?v=YwOxF7Pu0jl&t=22s	Know how levers are used in everyday life e.g. breaks on a bike		
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A structure that uses a jinx joiner to join two pieces of wood

Know how to measure carefully to avoid mistakes	Know how to saw 6mm square section jinx wood using a bench hook	Know how to make and join a wooden frame using a jinx joiner (triangle corner) e.g. a picture frame	https://www.youtube.com/watch?v=Yi4Tu_Ba0U	
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Year 3 and 4 : Design Technology knowledge and key vocabulary

An electronic product that uses a more complex series or parallel circuit

Know how to make simple circuits	Know how to make an electronic product with a purpose (Electronic quiz board) using appropriate techniques and equipment	https://www.youtube.com/watch?v=zxLyII0A1dw		
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A product that requires stitching two textiles together

Know how to thread a needle and use running stitch, straight stitch and half cross stitch on binka	https://www.youtube.com/watch?v=-t3FlpaNlmE	Know how to join two pieces of fabric together using stitching	https://www.youtube.com/watch?v=6YXyF0ylqUI	Know how to design a product with useful purpose that requires stitching or joining fabric
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A product that can be described as a healthy dessert

Know how to be safe/hygienic when working with food.	Know ingredients can be fresh, pre-cooked or processed and can be grown, reared or caught in the UK or wider world	Know what an eat well plate contains and how a healthy diet/variety / balance of food and drinks is important for a healthy body	Know how to peel chop, slice, grate, mix and spread.	Know how to use their knowledge and skills to design and make a health dessert.
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A product that uses an algorithm (see coding) to control a digital device to solve a problem

See ICT curriculum



Year 5 and 6 : Design Technology knowledge and key vocabulary

Thinking like a designer	Knowledge to be acquired during design and make assignments	
<p>Know about key events and inventors or designers who have helped shape the world in area linked to the curriculum or design and make assignment.</p>	<p>Know how to sketch initial ideas and produce annotated diagrams and plans to show how their product will work.</p>	<p>Know how to use the following vocabulary to evaluate their designs involving, mechanisms, textiles, structures, levers, circuits, pneumatics, algorithms, jinx join, functionality, aesthetic qualities and design criteria</p>
<p>Know how everyday products work by dismantling them including proto-types or examples of similar products that are part of design and make assignments</p>	<p>Know about key events and individuals in design and technology who have helped shape the world in area linked to the curriculum or design and make assignment. e.g. inventors such as James Dyson, Elon Musk, Thomas Edison, Alexander Graham Bell, Henry Ford, Marie Curie, Grace Hopper, Josephine Cochrane, Mary Anderson</p>	<p>Know what is involved in designing a purposeful, functional, appealing product including drawing annotated diagrams and sketches , using knowledge they have gained exploring and dismantling products that are a source of inspiration for the design and make assignments.</p>
<p>Know how to produce cross-sectional and exploded diagrams, prototypes, and patterns for projects that require a cam mechanism, loose pivot or bridge lever.</p>	<p>Know how to asking questions a designer would ask</p> <ul style="list-style-type: none">- What, could I design to solve a problem or make life easier?- What already exists that I can improve on or get inspiration?- What do I need to build my design?- Does my design work and how can I improve it?	



Year 5 and 6 : Design Technology knowledge and key vocabulary

A product that converts rotary motion to linear motion using a cam mechanism

Know how to use a cam mechanism to create movement		https://www.youtube.com/watch?v=rHyCVLe8Bvw	Know how cam mechanisms are used in everyday life		
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A product that uses either a loose pivot or bridge pivot mechanism

Know how fixed, pivot, loose pivot and bridge pivot mechanisms create movement		https://www.youtube.com/watch?v=1kC4uX2BoDw	Know how fixed, loose and bridge pivot mechanisms are used in everyday life		
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A structure that uses a frame and a shell

Know that structures are often a combination of a frame and a shell e.g. a tent, Timber framed houses		Know that the frame provides support to make the shell stiffer and more rigid.	Know how to use the principle of frame to make a card structure more rigid e.g a square tube of cardboard requiring a square frame of jinx wood at each end	Know to use this principle in a design and make project to stiffen the structure if required.	https://www.youtube.com/watch?v=Bnjin5e4LTmE
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An algorithm (see coding) that accomplishes a specific goal including controlling or simulating physical systems

See ICT curriculum					
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Year 5 and 6 : Design Technology knowledge and key vocabulary

A product using electronics kits that employ a number of components

Know how to build a circuit with multiple components	Know how to make a simple press pad switch (hinge and aluminium foil) and lever switch (paper clip) to break the circuit?	Know how to use this knowledge to build a prototype that has a specific purpose e.g. a miniature room with a light switch a pressure pad burglar alarm that sets off the buzzer		
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A product that that requires joining textiles with a combination of stitching

Know how to design and make an attractive an appealing useful product that requires joining textiles with a combination of stitching e.g. a decorative cushion	.			
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A healthy savoury meal using a range of cooking techniques

Know how to be safe/hygienic when working with food.	Know ingredients can be fresh, pre-cooked or processed and can be grown, reared or caught in the UK or wider world	Know what an eat well plate contains and how a healthy diet/variety / balance of food and drinks is important for a healthy body	Know how to peel chop, slice, grate, mix, spread, knead and bake	Know how to use their knowledge and skills to design and make a healthy savoury dish that is nutritious
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Reception : Music

Unit 1 :Me!	Unit 2 : My Stories	Unit 3: Everyone!	Unit 4: Our World	Unit 5: Big Bear Funk	Unit 6: Reflect, Rewind
Know Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man Five Little Ducks, Name Song, Things For Fingers	Know I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song	Know Wind The Bobbin Up Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle If You're Happy And You Know It, Head, Shoulders, Knees And Toes	Know Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Know Big Bear Funk	
Listen and Respond Knowledge <ul style="list-style-type: none"> Know twenty nursery rhymes off by heart. Know the stories for some of the nursery rhymes. 			<ul style="list-style-type: none"> Know that music can touch your feelings. Know how to move to music by dancing, marching, being animals or Pop stars. 		
Explore and Create Knowledge <ul style="list-style-type: none"> Know that the words of songs can tell stories and paint pictures. Know the term pulse. Know that we can move with the pulse of the music. Know we can keep to the pulse using unpitched instruments – e.g claves, tambourine, triangle. Know how to repeat a rhythm on a unpitched instrument. 			<ul style="list-style-type: none"> Know the musical term pitch and be able to identify high-pitched and low-pitched sounds in voices and tuned instruments e.g glockenspiel. Know how to invent a pattern using one pitched note. Know how to keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany a song. Know how to play with two pitched notes to invent musical patterns. Know the musical terms tempo and dynamics and what they mean. 		
Singing Knowledge <ul style="list-style-type: none"> Know how to sing or rap nursery rhymes and simple songs from memory. Know that songs have sections. 			<ul style="list-style-type: none"> Know how to sing along with a pre-recorded song and add actions. Know how to sing along with the backing track. 		
Share and Perform <ul style="list-style-type: none"> Know a performance is sharing music with an audience. Know how to perform any of the nursery rhymes by singing and adding actions or dance. Know how to perform any of the nursery rhymes or songs adding a simple instrumental part. 			<ul style="list-style-type: none"> Know how to record and play back a performance. Know how to talk about and evaluate a performance. 		
Know how to express feelings and responses when watching dance and performance art.	Know how to sing on their own and in a group.	Know how to listen attentively.	Know how to increasingly match the pitch when singing in a group.	Know how to increasingly follow the melody when singing in a group.	
Know how to increasingly match the pitch when singing alone.	Know how to increasingly follow the melody when singing alone.	Know how to develop storylines in their pretend play.	Know how to engage with music making alone.	Know how to engage in dance alone.	
Know how to engage with music making in a group.	Know how to engage in dance in a group.	Know how to move to and talk about music.	Know how to express feelings and responses when listening to music.	Know how to talk about dance and performance art.	



Music knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Musical Ideas	Musical Ideas	Musical Ideas
See DfE Model Music Curriculum	See DfE Model Music Curriculum	See DfE Model Music Curriculum
<p>Core vocabulary Know and routinely use the following terms to describe music: beat (pulse), tempo (speed), rhythm, dynamics (volume) and melody.</p>	<p>Core vocabulary Know and routinely use the following terms to describe music: beat (pulse), tempo, pitch, dynamics (volume), texture, timbre, harmony, melody, notes, and duration.</p>	<p>Core vocabulary Know and routinely use the following terms to describe music: beat (pulse), tempo, pitch, dynamics (volume), texture, timbre, harmony, melody, notes, duration, structure/ form.</p>
<p>Asking questions a musician would ask</p> <ul style="list-style-type: none"> - How does this music make me feel? - What does this music remind me of? - How is this music the same/different to another piece of music? - How can I describe the music's beat (pulse), tempo (speed), rhythm, dynamics (volume) and melody? 	<p>Asking questions a musician would ask</p> <ul style="list-style-type: none"> - How does this music make me feel? What does it remind me of? - What is this music trying to tell me/communicate? - How has the composer use rhythm, tempo, beat, texture, structure and dynamics to create an effect? 	<p>Asking questions a musician would ask</p> <ul style="list-style-type: none"> - What is the purpose of this piece of music. - What is this music trying to convey or symbolise? - How does this music make me feel? <p>How has the composer used the different elements of music such as rhythm, tempo, beat, texture, structure and dynamics to create an effect?</p>
Composition and performance	Composition and performance	Composition and performance
See DfE Model Music Curriculum	See DfE Model Music Curriculum	See DfE Model Music Curriculum
<p>General musical knowledge Know that musicians are interested in playing music, listening to music and creating (composing music). Musicians are good at representing ideas, feelings and stories using sounds. Know that there are different types of music and where they might hear music e.g. TV, films, radio, internet, adverts etc.</p>	<p>General musical knowledge Know that that music is everywhere. It is in films, TV, the radio, the internet etc. Someone has to compose it. Someone has to play it and many people have careers/jobs in music. People listen to music for enjoyment. It can give people pleasure and change the way they feel.</p>	<p>General musical knowledge Know that people listen to music for enjoyment. It can give people pleasure and change the way they feel. This is why music is used in films, TV and adverts. There are different styles of music including pop music, classical music, jazz, folk, rock, dance, reggae, gospel</p>
<p>Composition</p> <p>Know that music is made using a combination of sounds in the same order and sequence using vocal sounds, body sounds e.g. clapping,</p>	<p>Composition</p> <p>Know that there are different styles of music. Compare and contrast using musical terminology a wide range musical styles and traditions including those from the Black</p>	<p>Composition</p> <p>Know that music has evolved overtime, continues to evolve, and knows examples of great composers and musicians including those from the Black, Asian and</p>



Music knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Musical Ideas	Musical Ideas	Musical Ideas
See DfE Model Music Curriculum	See DfE Model Music Curriculum	See DfE Model Music Curriculum
<p>Composition Know the term beat is the consistent pulse, that is the basis for rhythm, pitch refers to how high/low a note is, tempo is the speed and rhythm. Know how to distinguish between two notes and say which is higher/lower in pitch.</p>	<p>Composition Know that dynamics refers to the volume which can change for effect within a piece of music and that texture refers to more than one instrument/voice playing a different pattern with a piece of music to give it depth and that timbre refers to the quality of sound which distinguishes the same not being played but on a different instrument and that harmony refers to two different notes being blended to make a pleasant sound in a similar way to a chord and that duration is the length of a note.</p>	<p>Composition Know that dynamics refers to the volume which can change for effect within a piece of music and that texture refers to more than one instrument/voice playing a different pattern with a piece of music to give it depth and that timbre refers to the quality of sound which distinguishes the same not being played but on a different instrument and that harmony refers to two different notes being blended to make a pleasant sound in a similar way to a chord and that duration is the length of a note. Structure/form refers to how the same piece of music is composed of different sections e.g. verse - chorus -verse - bridge - chorus</p>
<p>Composition Know and identify specific instruments from their sound (timbre) including a trumpet, piano, guitar, saxophone, flute etc. Listen to, know some great instrument players or composers including those from the Black, Asian and Minority Ethnic groups, and say how it makes them feel or what it reminds them of.</p>	<p>Composition Know that a piece of music is often composed of several instruments although they may not all be playing at once or the same notes and can identifies specific instruments from their sound (timbre) e.g. trumpet, piano, guitar, saxophone, flute etc within a piece of music. Listen to and know some great instrument players including those from the Black, Asian and Minority Ethnic groups</p>	
<p>Performance/composition Know how to routinely Compose/improvise and play tuned and untuned instruments musically using the above knowledge to support a topic or theme or other stimulus. e.g to accompany a well known nursery rhyme or story.</p>	<p>Performance/composition Know how to routinely Compose/improvise and play tuned and untuned instruments musically using the above knowledge to support a topic or theme or other stimulus. e.g to accompany a poem, an event or season</p>	<p>Performance/composition Know how to routinely compose/improvise and play tuned and untuned instruments musically using the above knowledge to support a topic or theme or other stimulus. e.g to accompany a poem, a mood, or to convey a mood, thought, idea, expression or emotion.</p>
<p>Performance Know how to identify, copy and tap or clap the pulse or rhythm of a simple piece of music. Clap/sing back rhythms and play rhythmic games.</p>	<p>Performance Know how to play along to a well known tune by strumming three chords on a stringed instrument e.g a Ukulele.</p>	<p>Performance Know how to play a well known tune on an instrument in a group ensemble following notation on a stave.</p>



Singing	Singing	Singing
See DfE Model Music Curriculum	See DfE Model Music Curriculum	See DfE Model Music Curriculum
Know simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory,	Know how to breathe whilst singing and how to adjust body positions to sing high/low notes, enhance phrasing and maintain own part in a round.	Know how sing a harmony (song with at least three part harmony) and expressively by changing dynamics and careful phrasing. Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
Know how to sing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Know how to sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.	Know how to sing three-part rounds, partner songs, and songs with a verse and a chorus.
Know how to sing simple songs with a very small range, mi-so (e.g. Hello, How are You) and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).	Know how to perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).	Know how to perform a range of songs in school assemblies and in school performance opportunities. Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
Know how to Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.	Know how to walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Know how to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.
	Know how how to perform as a choir in school assemblies. Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
	Know how to Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).	



Singing	Singing	Singing
See DfE Model Music Curriculum	See DfE Model Music Curriculum	See DfE Model Music Curriculum
<p>Know a good repertoire of songs e.g.</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? • Voices Foundation: Hello, How are You • Bance: Copy Kitten • Voicelinks: I'm a Train • Bounce High, Bounce Low • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Trad. Bangladesh: Mo matchi (Song of the Bees) • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land 	<p>Know a good repertoire of songs e.g.</p> <ul style="list-style-type: none"> • Singing Sherlock 2: Si, Si, Si • Flying a Round: To stop the train • Trad. Japan: Kaeru no uta • Trad. Morocco: A ram sam sam/Pease Pudding Hot • Trad. Bangladesh: Now charia de (A Boatman's Song) • Junior Songscape: Listen to the Rain • Voicelinks: Extreme Weather • Sing Up: Skye Boat Song • Trad. Ireland: Be Thou My Vision • Junior Voiceworks 1: Now The Sun Is Shining • Voiceworks 1: Candle Light • Singing Sherlock 2: Shadow • Singing Express 3: Mirror • Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose Junior Voiceworks 1: Calypso • Junior Voiceworks 2: Our Dustbin • Voiceworks 1: Hear the Wind • Kendrick: Servant King • Happy Birthday • Great Weather Songs: Long Journey • Great Celebration Songs: World in Union • Sing Up: Just like a Roman • Trad. Ghana: Namuma • Sing for Pleasure: Ghosts • Sing for Pleasure: Lost in Space 	<p>Know a good repertoire of songs</p> <ul style="list-style-type: none"> • Kodály: Rocky Mountain • Kodály: My Paddle • Trad. Ireland: Danny Boy • High Low Chickalo • Ally Ally O • Trad. Caribbean: Four White Horses • Trad. Uganda: Dipidu • Are You Ready? • Row, Row, Row your Boat • Trad. South Africa: Siyahamba • Junior Voiceworks 1: Calypso • Sing Up: Touch the Sky • Sing Up: Dona Nobis Pacem • Sing Up: We are the Champions • British National Anthem – God Save the Queen • Sing Up: We Go Together • Trad. Ghana: Senwa de Dende • Sing Up: Be the Change • Sing Up: One Moment, One People • Sing Up: There's a Power in the Music



Reception: Religious Education knowledge and key vocabulary

God and creation

How can we care for our wonderful world?	What happened in God's special garden?	What is special to me?	Who is special to God?	How do I know someone loves me?	How does Gita celebrate festival of lights?	How are people from around the world special?
<p>Know God created the world according to believers. Know the story comes from the Bible. Know that God the world to humans to look after. Know how we can look after the world and keep it special.</p>	<p>Story starter: This is the bear by S.Hayes and H.Craig</p> <p>Know God created a perfect beautiful world according to believers and humans. Know humans are good because God made them. Know humans were tempted in the Garden of Eden and this is how they learnt to sin. Know God and humans have a special relationship and this broke God's trust.</p>	<p>Story Starter: The Red Woollen Blanket' by B.Graham</p> <p>Know what special means and that we have special things. Know things that are special to us. Know people can be special. Know who is special to us. Know we are the same but different and this makes us special.</p>	<p>Story starter: The very worried sparrow by M.Doney</p> <p>Know God loves everyone and knows us by name. Know God is like a parent (this is why he is referred to as a father). Know that special things are cared for and looked after.</p>	<p>Story Starter: Loving by A.Morris</p> <p>Know different ways how people can show love to someone else</p>	<p>Story starter: Lights for Gita by R.Gilmore</p> <p>Know some people have different beliefs about God. Know the Diwali story of lights and how Hindus celebrate this festival.</p>	<p>Story starter: All the colours of the earth' by S.Hamanaka</p> <p>Know how people are similar but different from around the world in how they look, the languages they speak, things they believe in, pastimes, hobbies, food etc.</p>



Reception: Religious Education knowledge and key vocabulary

Incarnation

How are babies welcomed around the world? Story starter: Welcoming babies' by M.B Knight Know how families prepare for a baby. Know what babies need and how they are cared for. Know about naming ceremonies and Christenings/Baptisms and how other faiths welcome newborns.	Who is the most important person in the nativity? Story starter: Janine and the new baby by I Thomas Know the character in the Nativity and the story. Know that Jesus is special because he is from God. Jesus is God in human form. Know that his birthday is celebrated on Christmas day and that he was visited and given gifts to show he is the most important person in the story.	What do we know about the man they call Jesus? Story starter: Guess how much I love you by S. McBraty Know Jesus is God in human form. Jesus came to save humans from sin (see unit 2). Jesus taught about God. Jesus told stories about helping those in need. Jesus forgave people who had done things wrong and wanted us to love God and everyone else.	What kind of king was Jesus? Story starter: Kiss that missed by D. Melling Know was not a king with a crown even though the wise men brought gifts worthy of a king. Jesus was more of a leader king. He was a fair king and wanted to look after everyone in his kingdom.	How is Chinese New Year other religious festivals celebrated? Know how Chinese new year and other festivals are celebrated through out the year as they arise.	What are our favourite stories from the Bible? Know a range of stories from the Old and New Testament. Know they are all connected to God.	Why is Harvest, Easter, Christmas so important? Know these are celebrated by Christians, how they are celebrated and why. Know Christmas is the birth of Jesus. Know Harvest is thanksgiving for God's creation and know Easter is when Jesus died for all human sin and that he came back to new life.
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Reception: Religious Education knowledge and key vocabulary

Salvation

Why do we have a cross in our Easter Gardens?	How can we help others when they need it?	How can we show we care for other people?	What will I see in a church?	How do followers of Jesus celebrate God?	Can we talk to God?
<p>Story starter: The very Hungry Caterpillar by E. Carle</p> <p>Know the cross reminds Christians how Jesus died. Know that a garden is where new plants and life grows and starts again. Know that Jesus came back to life like plants growing in a garden.</p>	<p>Story starter: 'Lucy's rabbit' by J.Northway</p> <p>Know how different people help us in life including the emergency services and how we can help others when they need help at school or at home and that God approves of this.</p>	<p>Story starter: The lost Sheep' by Butterworth and Ink</p> <p>Know the story of the lost sheep and how God is like a shepherd and would show he cares even if one of us was lost. Christians can do the same by looking out for one another when they are sad or lonely or friendless,</p>	<p>Story starter: Lucy's Sunday' by M.Barratt</p> <p>Know a church is a special place where Christians (followers of Jesus and believers in God) go to. There are seats (pews), an alter, font, pulpit, stain glass windows, prayer books, candles</p>	<p>Story starter: Owl Babies by M.Waddell</p> <p>Know followers of Jesus are Christians. They pray, attend church, try to lead good lives, give to charity and donate their time, they read the Bible, light candles, sing hymns.</p>	<p>Story starter: Journey learns to pray by D. Lancaster</p> <p>Know that Christians pray. This can be quietly or out loud with others. Hymns are a form of prayer. Prayers can ask God for forgiveness, help or saying thank you.</p>



Year 1 and 2 : Religious Education knowledge and key vocabulary

Religious thinking	Theological and Philosophical thinking			
Knows how to talk about religious ideas such as beliefs, practices/rituals, faith, worship, prayer, creation and the relevance of religion on society and peoples' lives by interpreting various sources of evidence.	Know how to ask questions such as : - Is there God? - How do we know? - What do other people believe? - How do people show their belief in God?	Know how we can learn about religious ideas by asking questions about religious artefacts/objects, photographs, talking to people, religious artwork, stories, religious leaders or ceremonies and celebrations and festivals.	Know how to turn things they find interesting and puzzling, in religious materials studied into questions that can be explored..	Knows that religions have religious /sacred texts (stories) and these have been interpreted through artwork or artefacts e.g. paintings of the nativity, parables, stain glass windows
God and creation	What was God's plan for Adam and Eve?			
Know how to explain that the Bible starts with God creating the universe. Know the story of the universe being created in 6 days.	Know how to explain that the Earth and everything in it is important to God.	Know how to explain that God also created the first humans; Adam and Eve to look after the world.	Know how to explain that God created a unique and loving relationship with human beings as their Creator and is often referred to as a Father to give the impression that God is like a parent looking after humans.	Know how to explain that God intended humans through Adam and Eve to care for the world .
Know how to explain that that some people are disadvantaged because of their circumstances or where they live	Know how to explain that Christians recognise the world's resources are not fairly shared out and attempt redistribute through charity and Food banks.	Know how to explain the Christian Harvest festival is a time to thank God for creation and give to the needy	Know how to explain Adam and Eve disobeyed God and gave in to temptation by taking the forbidden fruit - the relationship with God was broken	Know how to explain the temptation of Adam and Eve and the events in the Garden of Eden explains the existence of Sin (evil deeds).
The fall	How does the story of Adam and Eve spoil God's plan?			
Know that Christians created humans as perfect in the form of Adam and Eve because he is a loving God.	Know that according to the Bible, Adam and Eve would stay perfect and enjoy God's garden (the earth) forever if they obeyed God.	Know that God's plan for humankind was to look after God's garden and all the plants and animals and each other.	Know that God asked Adam and Eve to obey and not take the forbidden fruit.	Know that the serpent, a symbol of evil, tempted Adam and Eve and they took the fruit which meant the relationship/ friendship with God was broken.
Know this had consequences :Adam and Eve would not be allowed back into the Garden.	Know that as a consequence, Adam and Eve would grow old, and one day die	Know as a consequence, sin and evil was brought into the world and pass on to spoil God's perfect world.	Know that despite this, God is a loving and forgiving God as illustrated the story of Jonah and the Whale.	



Year 1 and 2 : Religious Education knowledge and key vocabulary

The People of God	How is the story of Noah and God's rainbow connected with the story of Adam and Eve?			
Know God created the world and everything he created was good and perfect (faultless) including Adam and Eve but they broke a promise with God by taking an apple from the Garden of Eden.	Know Adam and Eve made a bad choice and sin entered the world and spread from person to person	Know God wanted the world to make up with humankind and rid the world of sin because he was upset with how wicked the people he created had become.	Know God needed a plan and chose a special people He trusted. He chose Noah.	Know the story of Noah and the flood and how the flood represented washing away all the sins on earth.
Know God's purpose was not to destroy people but to destroy wickedness/evil (sin) by washing it away	Know that God made a promise that he would never send a flood so big again and as a sign, he put a rainbow in the sky.	Know this promise was called a covenant.		
Incarnation	Why did the Wiseman bring Jesus gifts of gold, frankincense and myrrh?			
Know the nativity story and that Christians believe Jesus is special and God on earth in human form. Some people called him the son of God.	Know the lessons they might learn from the nativity: for example, about being kind and generous, the love a new baby might need.	Know that a gift is another name for a present. A gift is special and exciting and usually given on special occasion or as a surprise. It is a sign of love.	Know that gifts are often wrapped which means it is often a surprise inside. Jesus was a surprise for many people – a surprise gift from God.	Know it was surprise because only Mary and Joseph knew about God's plan. It was special gift because God wanted to show the world how much he loved everyone. It was a sign of love.
Know that the gifts given by the wise men were unusual. They are not the sort of gifts you would normally give a baby. The gifts were to show Jesus was special.	Know Gold is very special and precious – just like Jesus. Gold is usually given to Kings.	Know that Frankincense and Myrrh are special types of perfume.	Know that Myrrh reminds Christians that Jesus was also human.	Know that Frankincense is incense and often lit when praying. This reminds Christians Jesus was from God



Year 1 and 2 : Religious Education knowledge and key vocabulary

Gospel	What Good News did Jesus bring to the world?			
<p>Know Christians believe Jesus was Good News because he was a saviour (someone who has come to save humankind from wickedness, evil and sin) and a bringer of peace, hope and kindness.</p>	<p>Know that stories about Jesus are written in the Bible and that the Bible has lots of sections written by different people.</p>	<p>Know some of the Good News stories from the Bible (New Testament section) including Jesus is a friend to the poor and friendless where he heals a man with leprosy (Matthew 8:1)] and a paralysed Man (Matthew 9:1)</p>	<p>Know the word 'Gospel' means Good News. The main stories of Jesus are in 4 books of the Bible that are they are called the Gospels because they tell Good News stories about Jesus.</p>	<p>Know each Gospel is named after their authors. They are Matthew, Mark, Luke and John. Christians believe Jesus brings Good News for all people.</p>
Salvation	Why do we have Easter eggs at Easter?			
<p>Know that God had a plan to rescue the world from sin, evil and wickedness that originated with Adam and Eve. Know that God chose to come to earth in human form as Jesus and came to save the world from sin. Jesus was a rescuer (saviour).</p>	<p>Know that some people did not believe Jesu was rescuer and locked him up and killed him. They put his body in a tomb (cave). The door of the tomb was blocked by a big rock/stone. This happened on Good Friday.</p>	<p>Know that three days later, the stone had moved and the tomb was empty; this was a sign that Jesus had come alive because He was God</p>	<p>Know that rolling the stone away to show that Jesus was alive was like rolling a big egg and this is one reason we have Easter eggs to remind us what happened.</p>	<p>Know that Jesus coming out of the tomb was like a chick hatching out of an egg and a sign of new life; this is another reason Christians have Easter eggs.</p>
<p>Know Easter eggs are given on Easter Sunday when Jesus 'hatched' out of the tomb. Easter Sunday is the most important Christian holy day and more important than Christmas day.</p>	<p>Know the church on Easter Sunday is decorated with flowers on Easter Day. These represent new life.</p>	<p>Know that the Easter story and Easter eggs remind children of the darkness and sadness inside the tomb/egg and when Jesus died but the most important part is his resurrection. The resurrection gives Christians hope and new life when Jesus steps outside.</p>	<p>Know that the term for coming alive again is called resurrection.</p>	<p>Know that the Easter story also makes Christians think about heaven</p>



Year 1 and 2 : Religious Education knowledge and key vocabulary

Kingdom of God	Why is the kingdom of God like a mustard seed?			
Know that Jesus mentions the Kingdom of God but his disciples were not sure what this meant.	Know the disciples thought it might be a place because a kingdom is the place that a king rules over.	Know that Jesus did not say it was a country or a special place. Jesus said anyone can be part of the Kingdom of God wherever they live. This confused the disciples so Jesus tried to explain what the kingdom of God was like using a story called a parable	Know the 'Parable of the Mustard Seed' and that Jesus was using this story to explain the kingdom.	Know Jesus said the Kingdom is like a mustard seed planted in the ground. It starts as one of the smallest of all seeds but grows becomes the largest of all garden plants. It grows long branches so birds can make nests in its shade. It is a place of safety for the birds.
Know Jesus was trying to say the Kingdom of God was like this tree. It starts small and gets bigger and bigger so more birds can nest in the tree to make friends.	Know that the birds are like people. It is God's way for people to be friends with him.	Know that Jesus knew he would go back to heaven so he wanted to teach people about the Kingdom of the God and that it would live on when he went back to heaven.		
Beliefs and faith	How do followers of Jesus (Christians) show their love for God?			
Know that Christians believe that by following in the footsteps of Jesus they will join the Kingdom of God and one day meet Jesus in heaven.	Know Christians believe Jesus teachings make people think hard about how to live and show them the right way e.g. Matthew and the Tax collector which inspires Christians to be thankful e.g. thanking God through prayer, charity and actions.	Know how to explain the parable of the Lost Son (Prodigal son) is story showing a father's love (like God's love for humans)	Know that Christians are loving and forgiving and carry out charitable work.	



Year 1 and 2 : Religious Education knowledge and key vocabulary

Worship and prayer	How do followers of Jesus (Christians) worship and pray?			
<p>Know that Christians pray to God to thank God, say sorry (ask for forgiveness), ask for help/inspiration or praising God. Jesus prayed in the Garden of Gethsemane before the Roman soldiers arrested.</p>	<p>Know that Jesus taught his followers how to pray. One of these prayers is called the Lord's prayer. This is one of most holy Christian Prayers which mentions God's Kingdom</p>	<p>Know the Lord's prayer and that him prayers can be said aloud or privately to yourself or sung with others When prayers are sung (hymns).</p>	<p>Know that church is a sacred place of prayer. Know the Kingdom of God is like the church - a place where Christians meet, make friends and think about God and pray together.</p>	
The church year	Why does an advent wreath have 5 candles?			
<p>Know that Advent is a period that encompasses the four Sundays and weekdays leading up to the celebration of Christmas.</p>	<p>Know Advent is a time of preparation for Christian hearts and minds for the anniversary of the Lord's birth on Christmas.</p>	<p>Know that the church has a special way of counting down to Christmas called and Advent wreath.</p>	<p>Know the wreath is made of evergreens, to signify continuous life. The circle of the wreath, which has no beginning or end, symbolizes the eternity of God.</p>	<p>Know the white central candle is lit on Christmas day to symbolise Jesus and the other 4 candles symbolise hope, faith, joy and peace.</p>
Sacred places	What would we find inside our local church?			
<p>Know that Christians go to church for Holy Days and celebrations and know the location and name of the village church.</p>	<p>Know their way around the local church and the key characteristics including altar, pews, lectern, pulpit, cross, nave, font, stained glass windows, memorials, church tower, bells, hymn books, bible, candles, the Paschal (baptism candle) organ and their purpose</p>	<p>Know that a church also has facilities to host and welcome gatherings e.g. toilet facilitates, kitchen</p>	<p>Know that the font is usually near the entrance because baptism is a symbol of welcoming, the altar is at the front, the church faces east (in the UK) so people are facing towards Bethlehem where Jesus was born etc.</p>	



Year 1 and 2 : Religious Education knowledge and key vocabulary

Holy books and artefacts	Why is a cross important to Christians?			
Know that the Christian symbol of the cross reminds them of what happened at Easter. The cross is the most important Christian symbol.	Know where they might see crosses including in a church e.g. on the altar, stained glass windows, hymn books, prayer book, the Paschal candle, gravestones etc.	Know that crosses can come in different shapes and sizes and those different shaped crosses from around the world have a significance. Know some of these. e.g. a decorated Mexican cross or a Salvadorian cross.	Know about the holding cross - a small cross that is moulded to fit the palm of your hand so that you can hold it whilst praying.	Know about the significance of hot cross buns at Easter
Community and people	How do Christians make friends with God?			
Know the story of Adam and Eve and how their actions broke the special relationship with God.	Know that God tried to repair the relationship with human kind by choosing special people including Noah, and Moses.	Know that through Jesus, their saviour and rescuer, and through their actions Christians try to repair the broken relationship by following Jesus example	Know that Jesus told his followers two things; these were to love God and love their neighbour with all their heart.	Know that Christians celebrate God through Christian festivals, they pray, they do charitable work and their show love and forgiveness through their actions.
Celebrations	Why are Christians baptised?			
Know that sin entered the world in the story of Adam and Eve and this stained humankind.	Know that God wanted humans to make friends with God again and repair the broken relationship with God after Adam and Eve disobeyed God.	Know that Christians recognise that sin in the world still exists but try hard to avoid sin.	Know that Christians are welcomed into the Christian faith at a Christening/ baptism and his is when they are welcomed into the church and given their name to God	Know that a priest uses water to symbolically clean the baby and wash away sins just like the story of Noah and the flood when God sent water to wash away the sins of the world
Know that the Lord's Prayer contains the words 'Forgive our sins'.	Know that Godparents are given the role to guide the child on the right path to God.			



Year 1 and 2 : Religious Education knowledge and key vocabulary

Beliefs and faith	Is the Hindu story of creation the same as the one in the Bible?			
Know that not everyone believes in God as Christians perceive and know that Hindu's believe God manifests itself through a number of smaller gods.	Know the similarities between the creation story in the Bible and the Hindu creation story	Know Christians thank God for creation at Harvest. Christian's also know the world's resources are not fairly distributed and Harvest Festival is a time Christians can make a difference.	Know the Hindu version of creation as a comparison and Pongal (equivalent)	Know that Pongal lasts 4 days and marks the sun's journey northwards. Hindu Pongal (harvest) is in January.
Worship and Prayer	Do Hindus worship and pray like followers of Jesus?			
Know the Hindu creation story provides a starting point for them to learn some of the similarities between Christianity and Hinduism in terms of beliefs, worship and practices	Know that both Christians and Hindus worship and congregate in a special building. The name of the building in Christianity is called a church and a temple in Hinduism,.	Know that both Christians and Hindus have a special sacred book. The name of the book in Christianity is called the Bible and the Veda in Hinduism	Know that Christians worship and pray to God including singing songs of praise called hymns.	Know that prayer is part of puja (Hindu worship), alongside rituals and songs. During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy book.
Holy days/celebrations	What special days do Hindus celebrate?			
Know that both Christians and Hindus have Holy days. Christians have days such as Christmas, Easter, and Sunday. Hindus celebrate special days such as Diwali, Holi and Rama Navami	Know that Holi is the Festival of Colours, Love and Spring. It celebrates the eternal and divine love of the god Radha and Krishna and also is seen as a new beginning where people start fresh.	Know that Diwali is the festival of lights and celebrates the triumph of light over darkness, good over evil	Know that Diwali means "row of lights" where people decorate their homes with lights and oil lamps, called divas as well as drawing colourful Rangoli patterns at the entrance of their homes .	Know the Hindu goddess of wealth, Lakshmi is connected to Diwali where the lights and lamps are said to help Lakshmi find her way into peoples' homes, bringing prosperity in the year to come



Year 1 and 2 : Religious Education knowledge and key vocabulary

Sacred Places	What will I see inside a Hindu temple			
Know Hindus do not worship in a church; their holy place/ building is a temple called a mandir	Know that a Hindu worshipper typically removes their shoes as a sign of respect and cleanliness in the house of the gods when they enter the temple.	Know the worshipper then enters the shrine room and rings a bell at the shrine of one of the gods or goddesses. This is a symbol of awakening the deity but it also acts to focus the worshipper's mind	Know the worshipper may then walk around the shrine while singing, chanting or praying. They may also present an offering, such as fruit, milk or money.	Know the priest's role is to look after the murtis (images) of the gods and goddesses in the temple by washing them and clothing them each day. The priest also feeds the gods by placing blessed food, at their feet.
Holy books/artifacts	What would I see in a shrine in a Hindu home?			
Know that a Hindu home usually has a shrine, which is a special place where they can go to pray. The shrine has pictures of the gods and goddesses the family worship.	Know the shrine will contain important objects that are used for worship. The most important type of worship is the puja ceremony.	Know puja (worship) uses all five senses – a bell(hearing), food (taste), murti (image for sight), incense (smell), Kum-kum powder (touch)		
Community/people	When do followers of Hinduism come together?			
Know Hindus come together on special sacred days such as Diwali and Holi to celebrate and worship just like Christians	Know that Hindus take food offerings to the temple as an offering to the gods; the food is then shared by worshippers afters call Prasad.	Know Hindus have many different important and sacred places in their religion, and these are usually linked to different gods; Hindus they try to visit these places.	Know a journey to sacred place is called a pilgrimage and the most sacred place is the river Ganges in India; Hindus bathe in the river with the hope of washing away evil deeds.	Know the story the Garuda, which was a bird that picked up a jar that contained immortality nectar, but four drops of the nectar fell into the Ganges and this is why Hindus wash in the river.
Signs and symbols	What do Hindus believe about God?			
Know Hindus believe that there is one true god, a supreme spirit, called Brahman and is symbolised by the sacred symbol Om	Know Brahman has many forms, Brahma, Shiva and Vishnu and these together make Brahman in a similar way to Christians who believe God is Father, Son and Holy Spirit all in one.	Know that Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer. In a Hindu temple, there are no images of Brahman	Know there are other lesser gods such as Ganesh and the stories around these gods.	



Year 3 and 4 : Religious Education knowledge and key vocabulary

Religious thinking	Theological and Philosophical thinking			
<p>Know how to talk about religious ideas such as beliefs, practices/rituals, faith, worship, prayer, creation and the relevance of religion on society and peoples' lives by interpreting various sources of evidence.</p>	<p>Knows the importance of asking questions such as:</p> <ul style="list-style-type: none"> - Is there something beyond this world that created our universe? - What are the similarities between different faiths? - Where do these beliefs come from? - How do people of different faith show their belief in their everyday lives? 	<p>Knows we can learn about religious ideas by asking questions about religious artefacts, photographs, talking to people, religious artwork, stories, religious leaders , reference books ceremonies and celebrations and festivals.</p>	<p>Knows people have different points of view and the importance and willingness to change their own view in light of reasoned debate or evidence</p>	<p>Knows that religions have religious /sacred texts (stories) and these have been interpreted from religious artefacts, texts, works of art, pictures, music, poetry and symbolism.</p>
God and creation	Why is the creation story so important to the Christian faith?			
<p>Know the creation story is in the first book of the Bible Genesis 1 and is a story that tells Christians that God created the world. Know the story tells Christians about God, as the creator and He created the world humankind. .</p>	<p>Know God created the first humans, Adam and Eve, in his image. This means they were perfect. They were immortal and free of sin and pain until they disobeyed God in the Garden of Eden.</p>	<p>Know God gave Adam and Eve the responsibility to care for the world (stewardship) and that Christians today have a responsibility to look after the world.</p>	<p>Know that it was humankind that brought Sin and evil into the world and that God wanted to repair the relationship by giving guidelines such the 10 commandments and choosing leaders such as Moses</p>	<p>Know where the Creation story is in relation to Noah, Moses, Jesus birth on timeline of the Bible's 'Big Story' and that these events are connected to creation and the events in the Garden of Eden as part of God's plan to repair the relationship with God.</p>
The Fall	Who is to blame for taking the apple: Adam, Eve, God or the Serpent?			
<p>Know the story of Adam and Eve and the events that happened in the Garden of Eden.</p>	<p>Know that God loved humans and made them perfect but free to make their own choices so they could look after His creation.</p>	<p>Know that as a consequence of giving humans the ability to think and make choices, it is humans that brought sin and evil into the world by disobeying God; it was not God according the Bible who committed the evil deed..</p>	<p>Know that the Serpent did commit the evil deed, it was Adam and Eve's choice to take the forbidden fruit; both Adam and Eve can be described equally to blame as both could have chosen to persuade the other not to take the fruit.</p>	<p>Know that the story is an explanation how evil came into the world despite God being perfect; it was humans and not God that committed the first sin and that this is the explanation why future generations commit evil deeds.</p>



Year 3 and 4 : Religious Education knowledge and key vocabulary

People of God	What adventures about God's plan could Moses tell his children?			
<p>Know that the Old Testament tells the story of God's plan to reverse the impact of the Fall (sin entering the world through Adam and Eve's actions), to save humanity. It involves God choosing specific people, such as Noah, Abraham Moses to attract other people back to God. God made a promise with Noah not to flood the world again and sent a rainbow as a sign.</p>	<p>Know some of Noah's descendent broke their promise and built the Tower of Babel. Consequently, they were given different languages and God chose a new leader of God's people. He was Abraham. The role of the People of God (Adam and Eve's descendants) was to attract other nations to worshipping God.</p>	<p>Know God chose Abraham, telling him that he would be the father of great people if he did as God told him. God said Abraham's job was to start a journey to the Promised Land and take his children with him.</p>	<p>Know that the great people were Israelites and were growing in numbers and the Egyptians were getting worried in case they became too powerful. The Egyptians had a plan and killed all new born Israelite boys. One mother gave her son away so that he would survive. She put him in a basket and left him. Pharaoh's daughter who looked after him and named him Moses found the boy.</p>	<p>Know Moses grew up and saw how badly the Egyptians were treating the Israelites. God chose Moses to help the Israelites escape. God helped by sending 10 plagues (disasters) to persuade the Pharaoh to free the Israelites. The last plague meant that the first-born son of everyone in the land would die except the Israelites because God told Moses that an angel would 'Passover' the Israelites if they painted lamb's blood above their front door. The escape is called the Exodus -the name of one of the books of the Bible.</p>
<p>Know Moses led the Israelites towards the Promised Land. The Israelites grumbled because they were hungry and thirsty. To keep their spirits up God rained food from Heaven. On a mountain, God gave Moses the 10 commandments and other laws and rules. God wrote them on two tablets of stone. This is because God realised people needed rules. These laws were a covenant (a promise or agreement) to help the Israelites.</p>	<p>Know that God was forgiving and replaced the tablets and told Moses to tell the Israelites to build an Ark to carry God's laws and a tabernacle (tent) to shelter the Ark when they rested. During their travels, God spoke to Moses from the tabernacle</p>	<p>Know Moses and the Israelites went in search of the Promised Land. When they found it, God told Moses to send 12 spies to check it out first but when they came back, they frightened the Israelites by spreading rumours that the people there were powerful and would not welcome them.</p>	<p>Know God forgave the Israelites for not trusting God but made them wander the dessert for 40 years. God said only Joshua and Caleb would live long enough to reach the Promised Land. Moses died at the age of 121 and never reached the Promised Land.</p>	<p>Know Moses was on the mountain with God for 40 days. The Israelites were bored of waiting and started to worship other gods. When Moses returned, he was angry. Moses threw the tablets and they broke. Moses went back to God to ask God for forgiveness..</p>



Year 3 and 4 : Religious Education knowledge and key vocabulary

Incarnation	How might Christians explain the different versions of the nativity?			
<p>Know that Christians believe that Jesus is God in human form and was born as a baby and that there are two versions of the nativity in Matthew's Gospel and the other in Luke's Gospel (the nativity performed in schools is a combination of both merged together).</p>	<p>Know that it in Matthew's version Jesus receives the gifts of Gold, Frankincense and Myrrh and was visited by wisemen following a star but In Luke's version, Jesus was visited by Shepherd's who were poor and no gifts were but Mary treasured the words of the shepherds.</p>	<p>Know that Luke's version includes a census, Jesus being laid in a manger in swaddling clothes, shepherds visiting who then spread the news far and wide whereas Matthew's version has wisemen (assumed to be three because of 3 gifts) mistakenly went to Jerusalem and asked Herod where the 'king/messiah' was.</p>	<p>Know that this detour only in Matthew's version annoyed Herod who was Jealous/felt threatened and ordered all babies to be taken. Joseph, Mary and Jesus escaped because Joseph had a dream</p>	<p>Know that both versions were written around 100 years after Jesus was born Neither Matthew nor Luke were there at the time. These events would have been passed on by word of mouth which may account for one reason why some details may have been lost or changed.</p>
<p>Know that a deeper level, authors may have written from their viewpoint to suit their opinions and religious viewpoint. For example, Matthew was Jewish and chose details that suited the Jewish idea of a Messiah that was kingly and to save the Jews</p>	<p>Know that Luke was not Jewish and that Luke may have chosen to write about Jesus in a way that suggested Jesus had come as a saviour for all humankind.</p>	<p>Know that this is why Luke did not portray Jesus as a kingly saviour but as a humble person visited by shepherds (who were considered poor and outcasts), wrapped in swaddling clothes, in a stable and laid in a manger rather than a kingly palace</p>		



Year 3 and 4 : Religious Education knowledge and key vocabulary

Gospel	How do Christians worship and respond to the Good News?			
<p>Know the word 'Gospel' means Good News and that the Old Testament and New Testament are two parts of the Bible.</p>	<p>Know the New Testament starts with the 4 Gospels according to Matthew, Mark, Luke and John and the Jesus is the central figure spreading the Good News about God.</p>	<p>Know the portrayal of God in the New Testament is one of a loving God whereas the God in the Old Testament is more of a God to be feared as a punisher of sins e.g. the destruction of the world in a flood during Noah's time</p>	<p>Know that the Good News is Jesus conquering death and sin so that the relationship between God and humans can be restored and a new type of relationship with God.</p>	<p>Know that Christians believe that Jesus challenges everyone about how to live so humans don't stray e.g. He challenged the money lenders in the temple</p>
<p>Know that Jesus portrays God as a loving God putting others first and know stories from the Bible to support this including the story of the Good Samaritan is an example of Good News.</p>	<p>Know that Jesus shows love and forgiveness in the Gospel stories to some of the most unlikely people and know some stories that exemplify this e.g. the Tax Collector</p>	<p>Know that curing the blind man is like a metaphor for Jesus helping the world see that the Good news had arrived.</p>	<p>Know the link between Jesus' calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' (the church).</p>	<p>Know that Christians today are carrying on this work by putting Jesus teaching into practice namely peace, forgiveness, healing, trust and justice.</p>
Salvation	Was an empty tomb Good News for the followers of Jesus?			
<p>Know that the empty tomb was a clue or sign that Jesus overcame death and rose from the dead. This suggested that Jesus really was God in human form.</p>	<p>Know there were 5 sightings of Jesus after his death on Good Friday and some of the details around these stories.</p>	<p>Know this is Good News for the followers of Jesus because it hinges on Jesus being God in human form, the Messiah or saviour/rescuer that they have been waiting for that overcome death</p>	<p>Know that an empty tomb as a sign of Jesus overcoming death marks the beginnings of Christianity</p>	<p>Know the story of doubting Thomas. Thomas was a disciple and did not believe Jesus had risen from the dead even though the other disciples said he had.</p>
<p>Know that Thomas had to see Jesus for himself. Jesus then says to Thomas: 'because you have seen me, you believe. Blessed are they that have not seen me, and yet have believed'.</p>	<p>Know this is important and Good News for Christians today who have to rely on faith. Jesus was indicating to Thomas, followers had to rely on faith because Christians today would not have the opportunity to see Jesus.</p>	<p>Know Christians today trust that Jesus really did rise from the dead. Christians remember and celebrate Jesus' last week, death and resurrection.</p>		



Year 3 and 4 : Religious Education knowledge and key vocabulary

Kingdom of God	What mysterious things did Jesus say about the Kingdom of God?			
<p>Know that Jesus mentions the Kingdom of God but his disciples were not sure what this meant. They thought it might be a place because a kingdom is the place a king rules.</p>	<p>Know that Jesus did not say it was a country or a special place. Jesus said anyone could be part of the Kingdom of God wherever they live. This confused the disciples so Jesus tried to explain what the kingdom of God was like using parables.</p>	<p>Know the 'Parable of the Mustard Seed' and that Jesus was using this story to explain the kingdom of God. Jesus said the Kingdom is like a mustard seed planted in the ground and that he was referring to something that started small and would grow on earth.</p>	<p>Know Jesus may have been referring to himself as the single mustard seed and the birds are people flocking to find a home in the tree (the kingdom) .</p>	<p>Know at first, Jesus had no followers but one day he was out walking when he saw two anglers, Peter and his brother Andrew. "Come, follow me," Jesus said to them.. These were the first disciples (followers of Jesus).</p>
<p>Know that modern day disciples are called Christians and that Christianity is a worldwide faith with millions of followers reflecting how large the mustard seed had grown</p>	<p>Know the story of Jesus trying to explain the Kingdom of God to a Religious leader (a Pharisee). "The Kingdom of God isn't ushered in with visible signs. You will not be able to say, 'It has begun here in this place or there in that part of the country.' For the Kingdom of God is within you." Luke 17:20-21.</p>	<p>Know Luke 17:20-21reinforces the kingdom of God/heaven is not some faraway place in a faraway time that we can only dream about. It is here and now, among and within us.</p>	<p>Know Jesus taught his followers how to pray. One of these prayers is called the Lord's prayer. This is one of most holy Christian Prayers which mentions God's Kingdom.</p>	<p>Jesus was telling his disciples to pray, 'Your Kingdom come; Your will be done' because he wanted the Kingdom of God to be reflected on the earth.</p>
Beliefs and Faith	How do Christians use stories from the New Testament to guide their faith?			
<p>Know that Jesus often used parables and these fall into two categories; parables about the Kingdom of God and parables about God and goodness</p>	<p>Know the following parables refer to reinforcing Christian faith in the Kingdom of God:</p> <p>The sower and the seed (Matthew 13:3-8) Mustard seed (Matthew 13:31) The growing seed (Mark 4:26-29)</p>	<p>Know the following parables refer to reinforcing Christian faith in God and living the faith</p> <p>The lost Sheep (Luke 15:4-7) The Good Samaritan Luke (10:30-37) The Prodigal Son (Luke 15:11)</p>	<p>Know Christians show their faith in many ways including praying, confess/repent their sins/forgive others, building places of worship for God, undergo baptism/partake of the Holy communion, courageous advocacy and charitable work.</p>	<p>Know Harvest is a Christian thanksgiving service and has a number of traditions. It is linked to the idea of creation and that God handed the world and all its bounty for humankind. Christians recognise the importance of looking after this gift. This is explained in the parable of the talents (Matthew 25:14-30)</p>



Year 3 and 4 : Religious Education knowledge and key vocabulary

Worship and Prayer	How do signs and symbols help Christians understand God?			
Know that Jesus was God in human form and this is difficult to understand so signs and symbols were invented to help explain God where many can be found in a Christian church.	Know the origin and meanings of a range of different Christian crosses from around the world e.g. Latin, Greek, Celtic, Maltese, Resurrection cross, crucifix, Salvadorian cross, Mexican cross etc.	Know the origin and meaning of Alpha and Omega sign, anchor cross, chi rho, the dove and other symbolism for the Holy Spirit.	Know the concept of the Trinity where God is described as three in one (Father, Son and Holy Spirit).and different symbols for the Trinity	Know the origin and meanings of the Christian Fish or Ichthys in terms of the Greek letters for ichthys (meaning "fish", became an acronym: I=Jesus; X=Christ; O=God's; Y=Son; E=Savior.
The church year	What do the different colours in the church year represent?			
Know the Church year is split into different seasons based on the life of Christ. The church year starts with Advent at the end of November/beginning of December and is represented in church through the use of different colours.	Know the main seasons are Advent, Christmas, Lent/Holy Week, Easter, and Ordinary Time.	Know different colours used in the church Advent and Lent are purple and represent a period of preparation that requires Christians to reflect on their sins and try to make amends leading up to the two major celebration; Christmas and Easter.	Know the origins of Lent and its connected to Jesus fasting for 40 days in the desert and being tempted by Satan.	Know GOLD or WHITE is used for celebrations such as Christmas, Epiphany, Easter and Trinity Sunday RED : for Holy Week, Pentecost, the Kingdom Season and some Saints Days http://www.going4growth.com/growth_through_the_year/colours_of_the_church_year
Sacred places	Where inside our local church can we find signs of salvation and eternal life?			
Know that salvation means humankind is no longer separated from God because of sin. Know Salvation is the outcome of redemption (Jesus paying for humankind's sins).	know Christians have to have faith that the empty tomb was the sign of salvation. The name "Jesus" in Hebrew means "salvation".	Know the local church is a physical place(building) that contains signs of salvation (Jesus) because Jesus rescued humankind from the clutches of sin.	Know the following signs of salvation including a font for baptism (where children are welcomed into the church and are symbolically cleansed of sin), a cross (a sign Jesus died for sin)	Know the following signs of salvation including a pulpit (where a religious leader preaches) and a lectern where the Holy Bible is read from, stained glass windows show images of the Bible stories.
Know the following signs of salvation including an organ (to help the congregation sing praise) and an altar (where preparations are made for communion/Eucharist),	Know the following signs of salvation including the Paschal Candle, the font (for baptism - water used for washing away sins)	Know the following signs of salvation including objects used for the Eucharist (where people take bread/wine) during holy communion.	Know the following signs of salvation, including the priest's vestments (clothes) which can reflect the time in the church year e.g White for Jesus birth and resurrection.	



Year 3 and 4 : Religious Education knowledge and key vocabulary

Holy books and artifacts

What is special about the Bible?

Know the Bible is not just one book, but an entire library, with stories, songs, poetry, letters and history, and that it was written over many hundreds of years and piece together. Know that it was mainly written in Hebrew, Aramaic and Greek and needed to be translated into English.

Know the Bible is a collection of writings designed to reveal the mystery of God starting with creation, the fall, moving onto the people of God, incarnation, the Gospels, Salvation and finishing with the Kingdom of God.

Know the Bible is split into two parts called the Old and New Testament and that the Old Testament is stories before Jesus' time and the New Testament is from Jesus' time.

Know that the Old Testament is the sacred scriptures of the Jewish faith, written at different times between about 1200 and 165 BC.

Know the first 5 books form part of the Torah and is central to Judaism. Know that Jesus is not in the Old Testament but Prophets prophesise the Birth of Jesus.

Know that in Judaism, the Torah scroll is a long scroll containing the entire text of the Five Books of Moses and hand written by a scribe. It is rolled up around two ornate wooden shafts, attached to either end of the scroll.

Know that in Judaism, the Torah scroll is so Holy it is read using a yad (pointing stick) so that a human hand does not touch the script

Know a prophecy story for example, the story of Jonah and the Whale is in the Old Testament and some believe it prophesises what happens to Jesus (Jonah was swallowed for three days and though dead but survived just like Jesus. It seems that the whale represents the tomb Jesus was placed in

Know the New Testament outlines the period of Jesus time on earth.

Know the Bible comes in different shapes and sizes and is used in churches and schools today.

Community and people

Why do Christians come together to pray?

Know that for Christians God is always alongside ready to listen. Anyone can pray, at any time and in any place. Either privately or collectively

Know prayer can give Christians hope and nourishment especially when they pray together collectively including singing hymns.

Know a well-known hymn that is sung and its meaning.

Know the Lord's prayer and its meaning line by line and different versions including those which are sung

Know prayer can be asking for inspiration. Forgiveness, praising God or thanking God.



Year 3 and 4 : Religious Education knowledge and key vocabulary

Celebrations	What might Jesus think about how Christmas is celebrated today?			
<p>now Christmas is a celebration of Jesus birthday. Know a range of Christmas traditions we are familiar with today such Christmas trees, lights, decorations, food, presents, card giving, Christmas shows, pantomimes, music, carols etc.</p>	<p>Know the origins of modern Christmas traditions e.g. Christmas cards, trees, mince pies, turkey, Christmas crackers etc.</p>	<p>Know when Jesus was born there were no such celebrations or traditions. Know there were only a few people who knew Jesus was born and that these celebrations would not have taken place and this raise challenges as to whether the significance of Christmas has been lost</p>	<p>Know that Jesus birth would not have been recognised as significant until the Epiphany. The epiphany is when the world recognised that Jesus was God in human form.</p>	<p>Know Epiphany is celebrated on January 6th but there was no single moment in time when the world realised who Jesus was. This took many years and probably after his resurrection. Jesus birthday celebrations would therefore have been ordinary and he would be very surprised how it is celebrated today.</p>
Beliefs and Faith	What are the similarities and differences between the Christian and Jewish beliefs about God and creation?			
<p>Know that Christianity and Judaism have the same belief in one true God, the creator of the universe and outlined in Genesis 1.</p>	<p>Know that consequently both religions thank God for creation; Christian Harvest thanksgiving and the comparative Jewish festival of sukkot (celebration God's care of the Jewish people and Moses in the wilderness after the Exodus, and the ingathering of the harvest).</p>	<p>Know these religions share many common beliefs: (1) there is one God, (2) mighty and (3) good, (4) the Creator, (5) who reveals His Word to mankind, and (6) answers prayers</p>	<p>Know that Christianity and Judaism have a Holy book (where his Word is revealed) and some of the stories are the same including Noah and Moses</p>	<p>Know both religions are waiting for a messiah (a saviour or rescuer) and that Christians believe Jesus is the Messiah.</p>
<p>Know that Jesus was brought up follower of Judaism but revealed himself as the special one from God that the Jews were expecting.</p>	<p>Know that not all Jews believed he was the one they are expecting and that a follower of Judaism today is still waiting for the messiah</p>	<p>Know that the Jews who believed in Jesus were became Christians and practised Christianity and the Jews who did not believe Jesus was from God continued to practice Judaism.</p>		



Year 3 and 4 : Religious Education knowledge and key vocabulary

Worship and Prayer	How does worship, beliefs and prayer in Judaism, compare with the Hindu and the Christian faith?			
Know the similarities and differences in the way Judaism, Hinduism and Christianity respond to beliefs about God.	Know the similarities and differences in the way Judaism, Hinduism and Christianity respond to beliefs about prayer.	Know the similarities and differences in the way Judaism, Hinduism and Christianity respond to beliefs about how to worship.	Know the similarities and differences in the way Judaism, Hinduism and Christianity respond to beliefs about how to live their faith.	
Holy days/celebrations	How is the Jewish Passover connected to Jesus and the Easter story?			
Know the story of the Passover in terms of it being an Old Testament story where the Israelites were saved because the avenging angels 'passed over' the homes of the Israelites and saved the children inside.	Know this is connected to the 10 Plagues and Moses mission to lead the Israelites (God's chosen people) out of slavery. The tenth plague was cast on the Egyptians killing the first born in each household.	Know that God told the Israelites to sacrifice a lamb and paint their doors with lamb's blood so the avenging angel would know which houses to Passover.	Know that from that day on, followers of Judaism celebrate the Passover and still do today.	Know Jesus was brought up as a follower of Judaism and was celebrating the Passover meal, the day before he died on Good Friday with his disciples.. This is called the Last Supper.
Know that Leonardo de Vinci painted this scene from the Bible which shows Jesus sharing bread and wine.	Know that Jesus broke the bread in half and Christians believe he was telling his disciples that he would die (his body would be broken like the bread). Cristian's believe the red wine represented his blood.	Know that One of his disciples (Judas) betrayed him left the meal and handed Jesus over to the authorities. Jesus was sacrificed just like the lambs in the Passover story.	Know that Jesus is sometimes referred to as the lamb of God. John's gospel mentions this: The next day he saw Jesus coming toward him, and said, "Behold, the Lamb of God, who takes away the sin of the world! John 1:29 This connects the Jewish Passover with Easter.	Know examples of where the lamb is shown to represent Jesus as the lamb of God e.g. on the Paschal Candle



Year 3 and 4 : Religious Education knowledge and key vocabulary

Sacred Places	What will I see inside a synagogue?			
<p>Know that a synagogue is the name of the Jewish place of worship, but is also used as a place to study, and often as a community centre as well</p>	<p>Know that every synagogue contains an Ark, which is a cupboard where the Torah Scrolls are kept and that the Hebrew words of the Ten Commandments are usually written somewhere above the ark.</p>	<p>Know that the Ark is named after the wooden chest, which held the stone tablets of the Covenant that God gave to Moses on Mount Sinai</p>	<p>Know that there are no signs of Jesus because Jews do not believe Jesus was the Messiah they are waiting for.</p>	
<p>Know that the platform and the desk for Torah readings are called the Bimah (pronounced beemar) and that it is normal for people to stand when it is read aloud</p>	<p>Know that the Torah is read with a yad (a pointing stick). This is because the Torah scroll so Holy a human hand</p>	<p>Know that everyone except unmarried women wears a hat in synagogue in order to show reverence to God.</p>	<p>Know the most common hat for men in the synagogue is a small round cap called a yarmulke (Yiddish) or a kippah (Hebrew</p>	
Holy books and artifacts	What do Jewish religious artefacts tell us about the central beliefs of Judaism?			
<p>Know the importance of the Jewish holy book is known as the Tanakh. It suggests followers of Judaism share the same Christian beliefs about creation, Adam and Eve and Moses that Christians do including that there is just one God.</p>	<p>Know the Torah is so special that people are not allowed to touch it. This suggests that they believe to God to be very holy</p>	<p>Know the Torah (the first 5 books of the Tanakh) are kept on a scroll in an ark. The ark suggests followers of Judaism believe in the Messiah and the promised land as the 10 commandments were kept in an Ark made by Moses on his journey with the Israelites.</p>	<p>Know that a Jewish man will wear a cap called a kippah. This cap reminds him about God's commandments and the importance of Jewish law and God's word..</p>	<p>Know that an Eternal Light (called Ner Tamid) hangs above the Ark. This light is always burning, as a symbol of God's presence.</p>



Year 3 and 4 : Religious Education knowledge and key vocabulary

Community and people	What does it mean to be a follower of Judaism?			
Know Jews believe that there is only one God. They believe they have a special agreement with God called a covenant.	Know the story of Noah and the flood and the significance of the rainbow as a covenant; a promise not to send another flood again.	Know that Abraham is considered the father of the Jewish people and the Israelites including Moses and future kings of Israel are his descendants	Know that Jews believe God named Abraham's grandson Israel. After this, the Hebrews became known as the Israelites	Know that Jews promise to obey God's strict laws to say thank you to him for looking after them.
Know that a covenant with God offers protection and land to Abraham and his descendants, but they must follow the path of God.	Know that to follow God's path, the strict laws are in the Torah.	Know the Torah has 613 commandments, which are called mitzvah. They are the rules that Jews try to follow. The most important ones are the Ten Commandments given to Moses	Know a selection of other laws Jews must follow including food and the Jewish Sabbath—Shabbat which is observed every week beginning at sunset on Friday evening and ending after dark on Saturday evening.	
Signs and symbols	What do the signs and symbols associated with Judaism mean ?			
Know the Star of David is the symbol of Judaism. It is a six-pointed star made up of two equilateral triangles. It means shield of David - the same David in the story of David and Goliath.	Know the story of David becoming a great King and that his faith in God saved him from the lions.	Know that the hexagram that points up symbolizes God, and the triangle that points down represents Jews on Earth	Know the Menorah is a multi-branched candlestick. A nine-branched menorah is usually lit during Hanukkah, which is an 8-day festival. Know the story of Hanukkah.	Know the story and celebration in relation to Hanukkah.



Year 5 and 6 : Religious Education knowledge and key vocabulary

Religious thinking	Theological and Philosophical thinking			
<p>Knows how to talk about religious ideas such as beliefs, practices/rituals, faith, worship, prayer, creation and the relevance of religion on society and peoples' lives by interpreting various sources of evidence.</p>	<p>Knows the importance of asking questions such as:</p> <ul style="list-style-type: none"> - Is there something beyond this world that created our universe? - What are the similarities between different faiths? - Where do these beliefs come from - How reliable are the sources? - How are contradictions resolved? - How do people of different faith show their belief in their everyday lives? - 	<p>Knows there are various sources of evidence for justifying beliefs in religion e.g. sacred texts (Bible, Qur'an, Vedas), artwork and religious artefacts and knows how to suggest how to follow a line of enquiry</p>	<p>Knows how to pose and answer religious, philosophical questions or other lines of enquiry that arise from their studies</p>	<p>Knows that religions have religious /sacred texts (stories) and these have been interpreted and can be challenged e.g. studying artwork that portrays Jesus from a non-Eurocentric viewpoint e.g. the Black Madonna.</p>
God and creation	What do the two versions of the creation story in the Bible suggest?			
<p>Know the two accounts of creation: Genesis 1 it states that animals, and finally humans, were created on day six. Genesis 2 - it implies that humans were created before animals.</p>	<p>Know that God is portrayed differently in the two accounts of creation (a heavenly God and an earthly God).</p>	<p>Know that the two accounts may suggest different authors and that the creation stories are a way of explaining the unexplainable - just like myths</p>	<p>Know the overlapping stories of Genesis 1 and 2 are contradictory but also complementary, with the first concerned with the creation of the entire cosmos while the second focuses on humans as moral agent and cultivator of their environment.</p>	<p>Know that Christians believe both accounts are compatible because they tell of the different sides of God that one version alone could not accurately convey.</p>



Year 5 and 6 : Religious Education knowledge and key vocabulary

<p>The Fall</p>	<p>How do different Christians accept the creation story and sin and existence of in light of scientific explanations for the universe?</p>			
<p>Know the Creation story from Genesis 1 and the scientific theories of creation such as the 'Big Bang theory'.</p>	<p>Know that Christians believe the Bible has to be interpreted and was written many thousands of years ago.</p>	<p>Know that the Bible was written over thousands of years and the general consensus is that it was written in a way to explain the mystery of God like myths which are stories written to explain the unexplainable.</p>	<p>Know Jesus did this by telling stories called parables.</p>	<p>Know other examples of stories from the Bible that require interpretation including the different accounts of the birth of Jesus in Matthew and Luke's gospels (Y3/4 recap)</p>
<p>Know that the Bible is interpreted by the majority of Christians rather than taken as fact although a small minority e.g. the Creationists interpret the Bible literally.</p>	<p>Know that the story of Adam and Eve and their temptation to take the forbidden fruit was a way of explaining the existence of evil was the result of humankind and not God.</p>	<p>Know that science and the apparent conflicting accounts of creation may attempt to challenge the concept of God as a creator but Christians rely on personal faith</p>	<p>Know Christians put faith into practice; for example, through calling for justice, promoting forgiveness, worship, prayer, baptism etc.</p>	
<p>People of God</p>	<p>How does the Bible timeline unfold from the death of Moses to the birth of Jesus?</p>			
<p>Know that Moses was chosen by God free the Israelites from Slavery and out of Egypt to find the Promised land and on that journey God gave Moses the 10 commandments.</p>	<p>Know that Joshua was Moses successor but when Joshua passed away the Israelites began to forget the laws given to Moses. Some of them turned their backs on God and worshiped other gods.</p>	<p>Know that as time went by and Joshua passed away. God spoke to a man called Samuel and told him the Israelites needed a king to bring all the tribes together rather than have 12 tribal leaders.</p>	<p>Know that when the first King Saul was near the end of his reign, God asked Samuel to go to Bethlehem to find the next king. Samuel chose David, a warrior. This is the same that David that beat Goliath in a battle because he had faith in God.</p>	<p>Know David's son, Solomon, became king after David died. God spoke to Solomon and asked him what he needed. Solomon asked to be wise. God was pleased because he did not ask for money and riches.</p>
<p>Know Solomon used his wisdom to explain meaning of God's love and loyalty when two mothers confronted him with a problem about which child was theirs</p>	<p>Know Solomon collected wise sayings and called them proverbs. He even wrote a book about them. Solomon's book is in the Bible, which means we can read the proverbs. These sayings were to help the Israelites lead a more Godly life.</p>	<p>Know God decided that the time had come for him to come to earth and live with humans, as this was the only way for them to restore the relationship with God.</p>	<p>Know God revealed his intention through prophets. Isaiah (Isaiah 9:6) prophesised the birth of the Messiah about 700 years before Jesus was born. He also prophesised, a human messenger, John the Baptist. Micah (Micah 5:2) prophesised that Bethlehem would be the birthplace of the Messiah.</p>	<p>Know that God asked Jonah, another prophet, to go to Nineveh and tell them the place would be destroyed if they did not turn to God. Know this story appears to prophesise the Easter story hundreds of years before Jesus was born. Jesus was in the tomb for three days, feared dead like Jonah but came out alive.</p>



Year 5 and 6 : Religious Education knowledge and key vocabulary

Incarnation	Was Jesus the Messiah and the Son of God?			
<p>Know the Jews were waiting for a Messiah and this was prophesised by Isaiah (Isaiah 9:6) about 700 years before Jesus was born and Micah (Micah 5:2) who prophesised that Bethlehem would be the birthplace of the Messiah.</p>	<p>Know the word messiah is Hebrew for a savior or leader for some cause. The Jewish messiah was the expected king who would free Israel Jews were currently under occupation of the Romans</p>	<p>Know that Christians were Jews believed Jesus was the Messiah and that the word Christ means Messiah in Greek - a saviour,</p>	<p>Know that in Judaism (the religious faith), Jews are still waiting for the Messiah and do not believe Jesus was the Messiah they were waiting for</p>	<p>Know that there are clues or signs in the Bible that Christians believe show that Jesus was the Messiah.</p>
<p>Know there are clues in the Nativity stories but there are two very different accounts in Matthew and Luke. This raises questions on the Bible providing any historic accuracy. Others would say they were accounts from different perspectives and audiences but the clues suggest someone very special from God.</p>	<p>Know that the New Testament states Jesus was born in Bethlehem. Micah (Micah 5:2) prophesised that Bethlehem would be the birthplace of the Messiah. Know this is a further clue but the fact there are two versions of the Nativity could suggest it was made up and made to fit the Old Testament narrative</p>	<p>Know that the gifts of the Wisemen suggest Jesus was special:. Gold represent kingship. Frankincense was used in places of worship during prayer suggesting he was from God. Myrrh was used to preserve dead bodies which suggests God in human form and that he would have to die to save the world from sin (salvation).</p>	<p>Know the story of Jesus in the temple (Luke 2: 49) is another clue he was the Messiah . "Why were you searching for me?" he asked. "Didn't you know I had to be in my Father's house?"^{1a} But they did not understand what he was saying to them.</p>	<p>Know that there are a number of times Jesus forgave sins e.g. Mark 2:5. The Old Testament asserts that only God has the ability to forgive sins (Isaiah 43:25). This suggests Jesus was God and therefore likely to be the Messiah.</p>
<p>Know that Mary Magdalene discovered an empty tomb suggesting Jesus rose from the dead. However,. could someone have stolen Jesus body to make it look like he rose from the dead?</p>	<p>Know that there is no conclusive proof from the Bible that Jesus was God in human form and the Messiah but there are clues and Christians need to have faith.</p>	<p>Know that Luke 1:35 says The angel answered and said to her, "The Holy Spirit will come upon you, and the power of the Most High will overshadow you; and for that reason the holy Child shall be called the Son of God.</p>	<p>Know this evidence suggests Jesus was the Son of God if taken at face value but children should know that Luke wrote the his gospel 50-100 years after the event and would he really know the exact words?</p>	<p>Know Jesus also taught his disciples how to pray [Matthew (6:9-13)] This is the Lord's Prayer which starts with 'Our Father' which implies everyone's father is God and not unique to Jesus.</p>
<p>Know that the Jewish community at the time did not realise if Jesus was the Messiah and God in human form. This idea emerged over a period and there are very few stories of Jesus as a child. If it was clear who Jesus was, surely there would be more stories of Jesus as a child and teenager indicating he was God.</p>	<p>Know Christians celebrate the idea of the world realising Jesus was God in human form on Epiphany (Jan 6th). This is only an agreed date to celebrate this belief.</p>	<p>Know that Christianity hinges on the question whether he was the Messiah prophesised in the Bible. As there is no definitive proof Christians rely on faith which is nourished through prayer, worship and be part of the church community</p>		



Year 5 and 6 : Religious Education knowledge and key vocabulary

Gospel	Is Christianity today as strong as it was 2000 years ago?			
<p>Know that Christianity is a worldwide and its followers are know as Christians who are believers in Jesus Christ who was born died and rose again. Hence the name Christian named after Christ. The word is also in Christmas (the day Jesus Christ was born according to Christians).</p>	<p>Know the origins of Christianity and a brief history of how it has evolved from one person who was followed by 12 disciples who then sought new followers in a hostile environment under Roman occupation (and persecution) and the suspicion of Jewish religious leaders</p>	<p>Know how many Christians there are worldwide relative to other world faiths</p>	<p>Know that 2000 years ago, Christians followed the teachings of Christianity through oral tradition but today Christians use the Bible which is open to interpretation. This is why different denominations of Christianity exist because of different interpretations. Know the main similarities and differences between different denominations of the Christian Church including Roman Catholic, Anglican and Methodist.</p>	<p>Know that today Christianity is a major world religion that sits alongside other religions and that there are now many different branches of Christianity that have a slightly different interpretation e.g. Roman Catholic, Anglican and Methodist. Know that this was inevitable given that it has spread across the world over many centuries.</p>
<p>Know that Christianity has evolved and in the very early days there was no Bible. today Christians interpret, parables, narrative, miracles and Jesus teaching so that they can apply to their own lives such as social justice, racism, poverty, current affairs.</p>	<p>Know that today Christianity has rituals and practices that have evolved over the last 2000 years that did not exist in the early days of Christianity although they may stem from the Bible including The Eucharist, Christenings, church services, holy days, the Christian church year</p>			



Year 5 and 6 : Religious Education knowledge and key vocabulary

Salvation	How are Christian beliefs about salvation reflected in Leonardo de Vinci's Last Supper?			
<p>Know that the name Jesus means saviour or rescuer and that his role included seeking redemption (settling the debt with God by paying for the price of humankind's sin in exchange for his life)</p>	<p>Know that the Jewish religious community was under Roman occupation and oppression and that they may have believed the Messiah (saviour) was coming to free them from their oppressors rather than sin.</p>	<p>Know that Pontius Pilate allowed the people to decide Jesus' fate. They could choose to free Jesus or Barabbas. They chose Barabbas and Jesus was put to death.</p>	<p>Know that it was soon clear that Jesus came to challenge the status quo with the Jewish religious leaders and faith e.g. throwing out the tables in the temple and saying things that their actions were blasphemous. This upset the leaders so the religious leaders plotted to remove Jesus by handing him over to the Romans who were keen to avoid unrest and put him to death</p>	<p>Know the night before Jesus' death, the disciples met to celebrate Passover. Know that Passover refers to the Old Testament story of the 10 plagues when an angel protected the Jews/Israelites/people of God.</p>
<p>Know these events are referred to as the last supper and are in the Bible (New Testament) (Matthew 26:17–29; Mark 14:12–25; Luke 22:7–38)</p>	<p>De Vinci's Last Supper depicts that scene and contains symbolism that reflects Jesus' divinity and the role he had to play.</p>	<p>Know there are 4 sets of tapestries on each wall with 3 spaces between them. The central back wall has 3 open windows framed by 4 structural supports. The numbers three and four are prominent and $3 \times 4 = 12$ (twelve apostles).</p>	<p>Know the number three also represents the Trinity. It takes three sides to make a complete triangle, which is the minimum number of lines needed to create a closed geometric whole. Jesus Christ, the alpha and omega, the beginning and the end of mankind, is formed within the shape of a triangle in the painting.</p>	<p>Know the number 4 represents the earth (north, south, east and west) indicating Jesus' earthly presence (God in human form). It is also the number of gospels (Matthew, Mark, Luke and John).</p>
<p>Know many scholars have discussed the meaning of the spilled salt container near Judas's elbow. Spilled salt could symbolize bad luck, loss, religion, or Jesus as salt of the earth</p>	<p>Know other theories about Da Vinci's composition e.g. who the characters are including Judas who slips out to betray Jesus and Jesus being at the centre to show his importance.</p>	<p>Know the bread is broken and given to be shared, just as his body will be broken and his life given up for others. He uses the wine to represent his blood.</p>	<p>Know that Christians today celebrate the Eucharist at church services. This is where wafer bread is shared and the priest blesses red wine. This is a direct remembrance of the Last Supper.</p>	<p>Know that Good Friday is the day after the Last Supper when Jesus died and today Christians attend service. Some historians have noted that part of the confusion with the term 'good' is that comes from the name Good Friday is because the word "good" has changed meaning over many hundreds of years. Once, "good" meant that something was holy and special, rather than something to celebrate.</p>



Year 5 and 6 : Religious Education knowledge and key vocabulary

Kingdom of God?	Did Jesus mean an earthly kingdom, heavenly kingdom or both?			
<p>Know that Jesus mentions the Kingdom of God especially in parables but his disciples were not sure what this meant and asked Jesus for clarification.</p>	<p>Know that Jesus often used parables and that they tend to fall into two categories. Know the following parables about the Kingdom of God : The sower and the seed (Matthew 13:3-8) Mustard seed (Matthew 13:31) The growing seed (Mark 4:26-29).</p>	<p>Know the disciples came to him and asked, "Why do you speak to the people in parables?" He replied, "The knowledge of the secrets of the kingdom of heaven has been given to you, but not to them. Whoever has will be given more, and he will have an abundance. Whoever does not have, even what he has will be taken from him. Matthew 13:10-13</p>	<p>Know these parables suggest that God's rule has begun (an earthly kingdom), through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p>	<p>Know that further confusion is caused by the fact the Bible seems to interchange it with the Kingdom of Heaven especially in Matthew's Gospel. 19:23</p>
<p>Knows how to find references in the Bible to this concept including Matthew 6:33; Mark 1:14-15; Luke 4:43; Matthew 8:13; Matthew 4:17; Luke 10:9; Matthew</p>	<p>Know that such references are open to interpretation Kingdom of Heaven unlike the other Gospels.</p>	<p>Know that in Matthew 5:1-12 Jesus describes the type of people who inhabit the Kingdom of Heaven/God. They thought it might be a place because a kingdom is the place a king rules but most interpretations are that the Kingdom has arrived and people can choose to enter it now.</p>	<p>Know that in Matthew 22: 1-14, the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. It concludes 'Many are invited, but few are chosen.'</p>	<p>Know that the confusion caused by references to a heaven that is beyond a worldly existence. Matthew 18:10 "See that you do not despise one of these little ones. For I tell you that in heaven their angels always see the face of my Father who is in heaven". Luke 24:50-53 When he had led them out to the vicinity of Bethany, he lifted up his hands and blessed them. While he was blessing them, he left them and was taken up into heaven.</p>
<p>Know that the kingdom of God/Heaven may start on earth but be extended into eternal life in a heavenly kingdom</p>	<p>Know that Judaism has no clear teaching about heaven or eternal life. Whatever happens after death is in G-d's hands and should be left to G-d to arrange. Judaism believes that the importance of life is the way in which it is lived on earth.</p>			



Year 5 and 6 : Religious Education knowledge and key vocabulary

Beliefs and Faith	How do Christians resolve inconsistencies and potential conflicts between different parts of the Bible?			
<p>Know that the Bible is made up of 66 books written over many thousands of years and were written from an author's point of view based on the historical context. This could account for some of the inconsistencies including the two versions of the nativity.</p>	<p>Know the two versions of the Nativity story in Matthew and Luke and rather than seeing them as conflicting, Christians see them as complimentary, each conveying that Jesus came as saviour for Jews and non-Jews and reflected each author's interests and perspective .</p>	<p>Know that science and the apparent conflicting accounts of creation may attempt to challenge the concept of God as a creator but Christians rely on personal faith and consider the Biblical scripture as means of using language people understood to convey God is the creator.</p>	<p>Know some of the different types of biblical texts/scriptures and examples, e.g. myths, parables, psalms, proverbs, miracles, narrative</p>	<p>Know that miracles can be interpreted on two levels. For example as miraculous events or at a deeper level such as the cure of blind man to illustrate that the miracle is not physical but a person who was blinded to faith in God can now see/experience God through Jesus.</p>
<p>Know that language in the Bible represents the historical context. For example the term father rather than mother is used in reference to God because males were considered head of the family. This further reinforces the need for interpretation rather a focus on historic fact.</p>				



Year 5 and 6 : Religious Education knowledge and key vocabulary

Worship and Prayer	How do Christians today remember the events of Holy week starting with Palm Sunday?			
<p>Know Holy Week starts on Palm Sunday and includes Maundy Thursday, Good Friday and Easter Sunday and know the Biblical events that occurred on these days.</p>	<p>Know the Christian traditions around Holy week including Palm Sunday (church service where palm leaves are shaped into crosses are used with a procession to symbolise Jesus entering Jerusalem triumphantly as it was anticipated He was the Messiah the Jews were waiting for.</p>	<p>Know the Christian traditions around Holy week including Maundy Thursday is part of the Christian celebration of Easter and marks the night of the Last Supper as told in the Bible. It is also the day Jesus washed the apostles feet</p>	<p>Historically in the UK, monarchs would wash the feet of the poor and give people food and clothing. Today, the UK features something known as Maundy money, which is money distributed as alms (charitable giving) in conjunction with the ceremony of Maundy or on Maundy Thursday. In some churches, the priest washes the feet of</p>	<p>Know Maundy Thursday, (the day before Good Friday) hosts a Christian service that remembers this. It remembers the Last Supper. Jesus shared bread and wine and told his disciples that his body was the bread and the wine was his blood. He said the bread would be broken and the wine will be spilt. He broke the bread in half and shared it. He was telling his disciples he would soon die.</p>
<p>Know Christians today share bread in a service called the Eucharist. At the Last Supper, Jesus commanded that people should love one another; he then washed the feet of his disciples as an act of kindness. churchgoers.</p>	<p>Know the parallels between Jonah and the Whale (Jonah emerged alive after 3 days in the whale) and Jesus' death and resurrection after 3 days.</p>	<p>Know that Jerusalem turned hostile towards Jesus because the Jews were expecting to be free from Roma occupation but instead Jesus stirred up trouble in Jerusalem by upsetting Jewish religious leaders. He threw out the moneylenders who turned the temple into a market. He also threatened to tear down the temple and rebuild it in three days (the Jewish leaders thought he would lead a rebellion and physically destroy the temple but Jesus was talking about his body being the temple and rising after three days.</p>	<p>Know the parallels between Daniel and the Lion's Den and the events of Holy week. Daniel goes from hero to villain as does Jesus (in the eyes of the authorities). Jerusalem was hostile just like the lion's den was for Daniel. Jesus entering Jerusalem seems to be like Daniel going into the lion's den; the lion's den is like a metaphor for Jerusalem. Daniel entered the lion's den facing death; Jesus entered Jerusalem facing death.</p>	



Year 5 and 6 : Religious Education knowledge and key vocabulary

The church year	How important is Pentecost and Jesus' ascension in the concept of the Trinity?			
Know the Christian concept of the Trinity refers to a belief that God is three in one (Father, Son and Holy Spirit)	Know that Jesus ascension into heaven (40 days after Easter) . To resolve vacuum God remained on earth assisted with the growth of the Kingdom of God as the Holy Spirit to instruct the disciples to go forth and spread the word of God to the rest of the world.	Know the Holy Spirit descended on the disciples as wind and like tongues of fire (Pentecost). It allowed them to speak many languages (Acts 2:1–31). This suggests God, Jesus and the Holy Spirit work as one.	Know that the concept of the Trinity (and the ascension) solves the problem of what happened to Jesus' earthly body after he was resurrected and God's presence through the Holy Spirit allows the Kingdom of God to grow.	Know the concept of the Kingdom of God is important because the purpose of the Christian church today is to help the Kingdom of God flourish on earth. This started with just a few first disciples. The Christian church is not the Kingdom of God but an organised religion that assists with the growth of the Kingdom of God.
Sacred Places	Where are the holy sites for Christianity?			
Know Christians go to church to nourish their faith.	Know that Jerusalem, in the centre of present day is home to several holy sites for Christianity, Islam and Judaism. One of the most important places in the Christian faith is the site of Christ's crucifixion. Many Christian pilgrims regularly travel to Jerusalem to visit its holy sites.	Know Christian scripture teaches that Jesus was born in Bethlehem. Christians from all over the world flock to this spot to visit both the site of the nativity and it's Church -- one of the oldest in the world. Nazareth, in northern Israel, is the hometown of Jesus Christ which contains the synagogue where he preached a famous sermon that caused the townspeople to turn on him.	Know one of the most sacred locations in the Christian world is the tiny, independent state of Vatican City, located within Rome; here stands St. Peter's Basilica, founded by the apostle Peter in the first century. The Pope resides in the Vatican.	Know the Pope is head of the Roman Catholic Church and is considered to be Christ's representative on Earth. Traditionally, St. Peter (formally Simon) is regarded as the first pope in spite of the fact that the word "pope" would not have been attributed to Peter himself. Matthew 16:18 records Jesus saying, "And I tell you, you are Peter, and on this rock I will build my church



Year 5 and 6 : Religious Education knowledge and key vocabulary

Holy books and artifacts

Why is God so angry in the Old Testament and so loving in the New?

<p>Know God in the Old Testament appears to be radically different to that in the New Testament. In the Old Testament,</p>	<p>Know God appears powerful, holy, punishing, angry, judgemental and jealous in the Old Testament and now some examples of stories that suggest this e.g. treatment of Adam and Eve, flooding the world, punishing the Israelites by committing them to wandering the desert for 40 year, the 10 plagues.</p>	<p>Know that God in the New Testament, God in the human form of Jesus, He appears kind, loving, meek, and forgiving. Know some examples in the New Testament that portrays him as loving and forgiving.</p>	<p>Know that the Bible was written by humans to try to explain the unexplainable in ways humans might understand. In the Old Testament, the context is God's relationship with the nation He had chosen to build and represent His holiness (The People of God).</p>	<p>Know the New Testament represents God in a new age (the church age) and, the context is God's relationship with the individuals and the church He has chosen to represent His holiness</p>
<p>Know Christians believe God's love and God's judgment are two sides of the same coin. Fire can burn but, fire can give warmth and comfort. It all depends on where we stand in relationship to the flame. Both Testaments reflect this truth — each in its own way.</p>				



Year 5 and 6 : Religious Education knowledge and key vocabulary

Community and people	How and why have different denominations of Christianity come to evolve?			
<p>Know Jesus was the founder of Christianity and passed the responsibility for its growth on his disciples.</p>	<p>Know the Christian Church is now an organised worldwide religion that helps establish the Kingdom of God on earth and has millions of followers.</p>	<p>Know Christianity grows through worship, prayer, education , charity and through living the faith inspired by Jesus’s words and actions</p>	<p>Know that the term church is not just a physical building but also a body of people (collective noun) who actively promote the Kingdom of God on earth.</p>	<p>Know that as Christianity grew people started to interpret the Bible and sayings of Jesus slightly differently. This led to different denominations within the Christian faith.</p>
<p>Know the names of some of the branches (denominations) of Christianity including Roman Catholicism, Anglican{Church of England} Methodists, Baptists, Quakers. Jehovah witnesses).</p>	<p>Know some of the similarities and differences between different Christian denominations</p>	<p>Know the characteristics of at least one other contrasting church that is a member of the Member Churches of Churches Together in England</p> <p>https://cte.org.uk/about/whos-who/member-churches/</p>		



Year 5 and 6 : Religious Education knowledge and key vocabulary

Celebrations	Why is Pentecost considered the birthday of the Christian church?			
<p>Know that after Jesus' death and resurrection Jesus disciples went into hiding for fear of meeting the same punishment as Jesus because of their association with him.</p>	<p>Know that whilst Jesus' disciples were in hiding, Christianity could not flourish and God's kingdom on earth could not grow</p>	<p>Know the Biblical story where the Holy Spirit descended on the disciples giving them inspiration and confidence to go out and spread the Good News about Jesus and the Kingdom of God.</p>	<p>Know this event (Pentecost) marks the official start or birth of the Christian church. Pentecost is 50 days after Easter Sunday and signifies the end of the Easter period. It is a Christian holy day like Christmas and Easter.</p>	<p>Know the Holy Spirit is so important in the work of God's divine plan that it formed the concept of the Trinity</p>
<p>Know the Trinity and the Holy Spirit are represented through symbolism and know some of these.</p>	<p>Know a priest wears different coloured vestments depending on the occasion and that red is worn on Pentecost day to symbolise God's burning love and the tongues of fire. Red is also used for Palm Sunday and Good Friday to symbolise the shedding of blood.</p>	<p>Know that the Holy Spirit is represented by a dove and that a dove found a tree branch in the story of the great flood giving Noah and his family hope.</p>	<p>Know the Holy Spirit is mentioned numerous times throughout the Bible and right from the beginning in Genesis 1. It was the Holy Spirit that helped Mary conceive Jesus. The Holy Spirit also descended when Jesus was baptised.</p>	<p>Know the Trinity is not mentioned in the Bible or by Jesus. The first recorded use of the Trinity was in AD 170, which suggests it is a doctrine (teaching) that evolved over the centuries</p>



Year 5 and 6 : Religious Education knowledge and key vocabulary

Beliefs and Faith	Are there any similarities between the 5 pillars of Islam and beliefs in Judaism, Hinduism and Christianity ?			
<p>Know the 5 pillars of Islam (principles that underpin the faith are: Shahada/Shahadah, Salah, Zakat, Sawm, Hajj)</p>	<p>Know that Shahada (or Shahadah) means Profession of Faith and to become a Muslim, there is a need to sincerely recite the phrase, 'There is no god but one God, and Muhammad (Peace Be Upon Him) is the Messenger of God' from the Qu'ran (Islam's sacred text).</p>	<p>Know that Christians, Jews and Muslims all believe in one and the same God and this belief came from Abraham who is mentioned in the holy books of each faith. Hindus believe in a universal soul or god known as Brahman but with many manifestations (other gods).</p>	<p>Know the Arabic word for God is Allah. According to Muslims, God sent a number of prophets to humankind to teach them how to live according to his law.</p>	<p>Know that Jews do not speak the word God because he is so holy and that Muslims do not represent images of God for the same reason.</p>
<p>Know that Salah means prayer and that Muslims pray five times a day facing Mecca. They pray at dawn, noon, mid-afternoon, sunset and after dark. Sometimes they pray alone, and sometimes they pray together in a mosque.</p>	<p>Know that Christians, Hindus and Jews also pray to God.</p>	<p>Know that Zakat means donating to charity. According to Islamic law, Muslims have to donate a portion of their income to those more in need. For this reason, many wealthy Muslims will build mosques, drinking fountains, hospitals, schools, and more for their community.</p>	<p>Know that Christians and Jews also engage in charitable work as part of their faith. In practice, most Jews carry out tzedakah by donating a portion of their income to charitable institutions, or to needy people they may encounter. Hindus believe that charity, or dana, is important. This is because helping others is helping Brahman, as all living things have an atman, or piece of Brahman, within them.</p>	<p>Know that sawm means fasting. During all healthy Muslims will fast in the daytime. This means they don't eat food or drink until the sun goes down. The fast reminds them of everything that God has done for their lives and encourages gratitude. It's also a reminder to help those who are less fortunate.</p>
<p>Know Christians have traditionally fasted during Lent (although less so now). There are 6 Jewish fast days. In the Hindu religion, fasting is not an obligation, but a moral and spiritual act where the aim is to purify the body and mind and acquire divine grace</p>	<p>Know that Hajj means pilgrimage. Every Muslim who is well enough to go must make at least one visit to the holy city of Mecca, Saudi Arabia, in their lifetime. During this pilgrimage, they should visit the Haram Mosque, where the Ka'ba is. This is a cubical structure with black embroidered hangings. Muslims believe that it is the house Abraham (Ibrahim in Arabic) built for God, so they face its direction when they pray.</p>	<p>Know Judaism, Hinduism and Christianity also have the concept of pilgrimage which can be a physical journey to a Holy place as well as a spiritual journey to nourish faith. Know places of pilgrimage in Judaism and Christianity (Jerusalem, Bethlehem) Hinduism (Varanasi)</p>	<p>Know that each faith has holy scriptures. Muslims base their laws on their holy book the Qur'an. Christians have the Holy Bible, Jews have the Torah and Hindus the Vedas</p>	<p>Know that Jesus, Moses and Abraham are respected as prophets of God and believe that the final Prophet was Muhammad.. Muslims believe the Sunnah is the practical example of Prophet Muhammad and that there are five basic Pillars of Islam.</p>



Year 5 and 6 : Religious Education knowledge and key vocabulary

Worship and Prayer	How does Islamic worship and prayer compare with the Hindu, Jewish and Christian faith?			
<p>Know that Salah means prayer and that Muslims pray five times a day facing Mecca. They pray at dawn, noon, mid-afternoon, sunset and after dark. Sometimes they pray alone, and sometimes they pray together in a mosque. Muslims often use a prayer and in a mosque the carpet pattern is rows of prayer mats.</p>	<p>Know that Christians, Hindus and Jews also pray to God as a way of communication with God.</p>	<p>Know Jews believe prayer builds the relationship between God and human beings. Jews are supposed to pray three times a day; morning, afternoon, and evening. The Jewish prayer book (it's called a siddur) has special services set down for this.</p>	<p>Know Jewish people use 3 types of prayer; these are prayers of thanksgiving, prayers of praise, and prayers that ask for things.</p>	<p>Know Christians believe in different types of prayer including thanking God, confessing and saying sorry, praising God and asking for help.</p>
<p>Know Jesus taught Christians how to pray and this is referenced in the Bible (Lord's prayer).</p>	<p>Know that in Hindu traditions prayer takes place formally as part of puja, which is Sanskrit for adoration. This worship can take place in the home or in the mandir, or temple. Puja is worship and for Hindus provides a way of directly communicating with God. The act of prayer is part of puja, alongside rituals and songs</p>	<p>Know some of the religious aretfacts associated with prayer in each of the religions e.g.</p>		



Year 5 and 6 : Religious Education knowledge and key vocabulary

Holy days/ celebrations	How do Christian festivals, traditions and Holy days compare with those from other faiths?			
<p>Know there are similarities between Christianity and Islam in terms of beliefs, worship and practices and its origins because there is a historical chronology and connection between them e.g all three believe in one God, Abraham is a key figure, all faiths prayer, worship, engage in charity and have special Holy</p>	<p>Know there are only two Muslim festivals set down in Islamic law: Eid ul Fitr and Eid ul Adha (Eid or Id is a word meaning festival) and what these entail.</p>	<p>Know Eid ul Adha is the he festival that remembers the prophet Ibrahim's (Abraham's) willingness to sacrifice his son when God ordered him to. This story is in the Bible both Judaism and Christianity share. Abraham is considered the founder of Judaism and the idea of one God shared between all three faiths.</p>	<p>Know the major Christian festivals and holy days including Harvest, Advent, Christmas, Epiphany, Ash Wednesday, Lent, Good Friday, Easter, Ascension and Pentecost and what these entail.</p>	<p>Know Christians celebrate Christmas and Easter but Jews and Muslims do not as they see Jesus as a prophet and not a saviour or Messiah</p>
<p>Know the major Jewish festivals and holy days including Rosh Hashanah, Passover, Yom Kippur and Sukkot</p>	<p>Know Christians and Jews celebrate Harvest and thanksgiving although at different times of the year (Harvest Festival and Sukkot)</p>	<p>Know Jesus was raised in the Jewish traditions and celebrated the Jewish Passover and the last Passover he celebrated with his disciples was a major turning point in world faiths as the following day he was crucified on a cross.</p>		



Year 5 and 6 : Religious Education knowledge and key vocabulary

Sacred Places	What will I see in a Mosque?			
<p>Know that major world faiths have special buildings devoted to worship and celebration and know which religions the following belong to : church, cathedral, temple, mandir, mosque, synagoge</p>	<p>Know the first mosque was the Prophet Muhammad's home in Medina, Saudi Arabia, a 7th-Century house with a large courtyard surrounded by long rooms.</p>	<p>Know a typical mosque also includes a minaret, a dome and a place to wash before prayers.</p>	<p>Know the simplest mosque would be a prayer room with a wall marked with a "mihrab" – a niche indicating the direction of Mecca, which Muslims should face when praying. The Mosque in Braintree is a converted house</p>	<p>Know before prayer, Muslims perform ritual washing, or "wudu", in the ablutions area. The dome, or "qubba", is often placed directly above the main prayer hall as a symbol of both the vaults of heaven and the sky.</p>
<p>Know that before the five daily prayers, a Muslim crier, or "muezzin", stands at the top of the minaret and calls the worshippers to prayer, a ritual that is over 1,400 years old.</p>	<p>Know the word "minaret" comes from the Arabic "manarah", which means lighthouse. It is the tallest part of the mosque.</p>	<p>Know the prayer hall, also known as the "musallah", is a large open space, where everyone sits on the floor..</p>	<p>Know that women are traditionally segregated from men and the reasons why.</p>	
Holy books and artifacts	How does the Muslim faith explain the presence of evilness and sin?			
<p>Know that Christians and Jews accept the presence of sin is through humankind as depicted in the story of Adam and Eve and the events in the Garden of Eden.</p>	<p>Know the existence of evil is referred to the fall in Christian-Judaic beliefs because it represents humankind's 'fall' from God when Adam and Eve are forced to leave the Garden of Eden because they have sinned against God</p>	<p>Know the Muslim response to evil and the 'fall' is similar but different in many ways. The Qur'an teaches that evil originates from the refusal of Shaytan, also called Iblis, to bow down to Adam when ordered to by Allah. For his disobedience, Allah cast Iblis out of Heaven, and he vowed that in revenge he would spend eternity trying to tempt humans to do evil.</p>	<p>Know that Islam teaches that a knowledge of right and wrong is intrinsic to human nature. Muslim teachings say that individuals should know, without having to be informed, which actions are evil and will contribute to the suffering of others, and which actions are good. This inner sense of right and wrong is called fitrah.</p>	



Year 5 and 6 : Religious Education knowledge and key vocabulary

Community and people	What role does pilgrimage and holy places play in the Muslim faith compared with other faiths?			
<p>Know a pilgrimage is a journey with a religious or spiritual significance. For Muslims, it is a duty to go on pilgrimage to Makkah (Mecca) at least once in their lifetime, if they have the means.</p>	<p>Know the pilgrimage to Makkah is called Hajj and is the fifth Pillar of Islam. Muslims try to go to Makkah during Dhu al-Hijjah, the twelfth month of the Islamic calendar.</p>	<p>Know Muslims must follow a number of important rituals whilst on Hajj including Ihram, Kabah, Safa and Marwah, Mina, Muzdalifah and Eid ul-Adha</p>	<p>Know the pilgrimage to Makkah reminds Muslims of their key belief in the equality of all humankind before Allah, because each person takes part on exactly the same basis</p>	<p>Know the River Ganges, which is one of the most sacred rivers in the Varanasi is believed to be the city where Shiva, the god of destruction, lived a long time ago.</p>
<p>Know the most famous Hindu pilgrimage is the Kumbh Mela, which takes place at the River Ganges in India where people come to purify themselves in the water believing it can wash away their sins.</p>	<p>Know the Kumbh Mela gathering takes place every 12 years and started because of the story of the Garuda, which was a bird. The bird picked up a jar that contained immortality nectar, but four drops of the nectar fell into the Ganges.</p>	<p>Know Christians believe that Jesus spent the week leading up to his death, known as Holy Week, in Jerusalem. Christian pilgrims visit key sites in Jerusalem to remember the important events including Via Dolorosa – a walking route from the outskirts of Jerusalem thought to be the path that Jesus took as he carried his cross on the way to his crucifixion, so it is particularly important on Good Friday.</p>		



Year 5 and 6 : Religious Education knowledge and key vocabulary

Signs and symbols	How do the symbols representing the major world faiths represent their beliefs?			
<p>Know that signs and symbols are used by the major world faiths as a way communicating a particular religion.</p>	<p>Know Christianity is symbolised by the cross that recognises faith that Jesus was God in human form, died on a cross and rose again according to the scriptures in the New Testament.</p>	<p>Know that the Star of David is the main symbol used to represent Judaism and known as the Star of David</p>	<p>Know the star of David is a six-pointed star made up of two equilateral triangles. It means shield of David - the same David in the story of David and Goliath. The star that points up symbolizes God, and the star that points down represents Jews on Earth.</p>	<p>Know the faith of Hinduism is commonly symbolized by the symbol Om or Aum. This symbol is actually a sacred syllable representing the Brahman or the Absolute -- the source of all existence. It is a sound used in prayer and meditation.</p>
<p>Know the the word “Om” is the first syllable in any prayer. Brahman, in itself, is incomprehensible so a symbol becomes mandatory to help us realize the Unknowable. The syllable Om occurs even in English words having a similar meaning, for instance, 'omniscience', 'omnipotent', 'omnipresent' (the Christian and Jewish belief of God). Thus, Om is also used to signify divinity and authority.</p>	<p>Know the faith of Islam is commonly symbolized by the Crescent and Star although the religion actually does not have a symbol as such. The Star and crescent were actually a symbol of the Ottoman Empire, and its meaning was extended to the religion itself.</p>	<p>Know the Quran includes a chapter on The Moon and The Star, which describes the crescent moon as the predictor of the Day of Judgment, and the star as a god worshipped by pagans. The religious text also mentions that God made the sun and the moon. The crescent moon marks the start of a new month in the Islamic calendar</p>		



Reception : Personal Social Emotional Development (Relationships, Sex and Health Education Knowledge)

Feelings	Circle of love and trust	Staying safe	Circle of life	Healthy body, healthy mind	Same and different
Following rules Know the importance of following rules.	Who is my family Know who is in their family and what their relationship is.	Dangers in my home Know that there are dangers in the home.	My growing journey Know that children grow into adults.	Squeaky clean Know they need to wear clean clothes and keep their body clean.	The human race Know that we all look different.
Starting school Know that it is ok to have different feelings.	Different families Know there are different types of family. E.g Mum and Dad, 2 Mums, Just 1 parent.	Fire Burns Know there are dangers around fire.	Change Know that bodies change with age.	Hidden Germs Know what germs are and that you can't see them. Know the steps of staying clean when going to the toilet.	Festive fun Know about different festivals. Know that there are 4 main religions of the world.
I give what I expect in return Know how to be kind and show respect to others.	Love for pets Know that pets need love too.	Stop look listen Know how to be a safe pedestrian.	Saying goodbye Know that living things cannot live forever.	Brush your teeth Know about the importance of brushing their teeth.	Dress to impress Know that people can choose how they dress, and people dress differently.
I love you for you Know what makes a good friend.	My caring community Know what a community is and that they are part of a community.	Stranger danger Know what to do if they lose their adult.	I'll always be with you Know that there are different reasons our loved ones leave us. Know that you can still love someone when they leave.	Sleep and exercise Know that sleep is important to health. Know that regular exercise is important for good health.	Languages Know that there are different languages spoken around the world.
A problem shared Know how to solve a problem with friends.	Community workers Know what a community worker is and their job.	Danger online Know that there are dangers online.	Healthy minds Know what a healthy mind is and know that keeping their mind healthy is important.	Healthy plate Know the different food groups that make a healthy plate. Know that they shouldn't eat too many sugary foods.	Food across the globe Know that different foods grow and are eaten around the world.
Mixed emotions Know that humans have a range of feelings and they show these in different ways.	Wider world Know that they play a role in the wider community. Know that they are a valued member of society.	Bodily privacy (NSPCC) Know about bodily privacy and the importance of talking to safe people if anything troubles them.	It's good to talk Know what they can do to keep their minds healthy.	Screen time Know about the importance of limited screen time.	Home is where the heart is Know that they live in different types of homes e.g house, bungalow, flat, mobile.
	Responsibility Know they have responsibilities to people, place and the planet now and in the future.				



Reception : Personal Social Emotional Development (Relationships, Sex and Health Education Knowledge)

Being me	Healthy relationships and conflict	Feelings
Know how to persevere in the face of challenge.	Know what makes a healthy relationship and how to build these.	Know how to identify their own feelings.
Know people have likes and dislikes.	Know that there is positive and negative behaviour in relationships.	Know how to express their feelings appropriately.
Know they are valuable individuals.	Know that others may have different perspectives.	Know how to moderate their own feelings.
Know how to show resilience in the face of challenge.	Know that actions have consequences.	Know how to describe different feelings, both good and bad.
Know that everybody is unique.	Know that conflicts need to be resolved.	Know how to consider the feelings of others.
Know ways in which we are the same as other people and ways we are different.	Know that when we make mistakes we should say sorry.	
	Know what forgiveness means.	
	Know the importance of asking for forgiveness.	
	Know to look to Jesus as a role model (follow in the footsteps of Jesus).	

Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowing myself	Knowing myself	Knowing myself
What makes me a person? (Similarities and differences) Know some of the similarities and differences between themselves and other children within the class and school and what is important to themselves e.g. hobbies, friends, food, toys	How do I fit in? (My family tree) Know their family tree and how they are related including names for family members including brother, sister, cousin, grandparents, great grandparents	What makes me who I am? (Wants, needs and aspirations) Know their wants, needs, hopes and aspirations and where these may have come from including the influence of their family and friends.
(Families) Know family set ups differ and that families make different choices on how to spend their time life	(Cultural similarities) Know the characteristics of the culture in modern Britain and how this has evolved over time e.g. a comparison between the Victorian era or 1940s and 2020s.e.g. change in women's rights to vote, changes in jobs due to changes in technology	(Values) Know what values are including their personal values (distinguishing them from material items) and how values shape attitudes and behaviour and are learnt from their environment and upbringing.
(Cultural similarities) Know some similarities and differences between their own lives and the characteristics of the Hindu culture, traditions and faith.	(Cultural similarities) Know some similarities and differences between their own lives and the characteristics of the Jewish culture, traditions and faith.	(Cultural similarities) Know some similarities and differences between their own lives and the characteristics of the Islamic culture, traditions and faith.
(What makes me special?) Know what they are a good at that can be celebrated e.g. performance virtues such as determination, perseverance, resilience, polite, fair, friendly	(Volunteering) Know that civic virtues are necessary for responsible citizenship such as service, volunteering, understanding of different perspectives and make us a better person.	(Moral character virtues) Know that moral character virtues enable us to be agents for good such honesty, humility, graciousness, compassion, thoughtfulness and make us a better person.
Families and people who care for me	Families and people who care for me	Families and people who care for me
How families show they cares for us? (Basic needs) Know that families are important for children growing up because they can give love, security and stability as well as clothing, food, shelter, stimulation.	Are all families the same? (Different family set ups) Know that stable caring relationships, which may be of different types (single parent, same gender or mixed gender), are at the heart of happy families, and are important for children's security.	What challenges to families face? (Marriage) Know that marriage represents a formal legally recognised commitment of two people, which is intended to be life-long.
(Feeling happy, feeling safe) Know what factors in a family relationship can make them feel unhappy or unsafe, and know how to seek help or advice.	(Respecting difference) Know that there are families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.	(Same sex marriage) Know that marriage in England and Wales is available to both opposite sex and same sex couples and The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples. The ceremony may be civil or religious.
(Trusted adult) Know that people within families have occasions that affect how they feel and can make suggestions what parental love means. Knows that it is important to tell a trusted adult (such as a parent or teacher) if something about their family makes them unhappy or unsafe	(Separation) Know that families experience loss and separation and knows some examples. Knows that people display visual signs of emotions of how they might feel and this can be interpreted by close observations. Know the difference between physical health and mental health and some of the signs and consequences of both including support networks that are available e.g. health centres, people in school.	(Separation) Know how to look for signs and interpret visual signs of emotions including possible physical and mental health issues and some of the causes such as stress caused by separation, loss, and friendship / relationship issues. Knows some organisation that help children and adults.



Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Friendships	Friendships	Friendships
<p>How do I make friends? (Friendship qualities) Know some of the characteristics that makes a good friend such as kindness, truthfulness, fairness, helpfulness, playful, willingness to listen and compromise. Know that different people have different friends called friendship circles and how they overlap. Know how people make friends through interacting and communicating.</p>	<p>How can we sort out friendship difficulties? (Great friendships) Know that that the same principles of mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties apply to online friendships as well as face-to-face relationships</p>	<p>How can we deal with peer pressure? (Peer pressure) Know what peer pressure means in terms of a desire to fit in for peer approval and those healthy friendships make people feel included even if the person decides not to go along with the crowd. Knows that friendships have difficulties and strategies to resolve disputes and reconcile differences positively and safely such as open discussion, listening to everyone’s point of and seeking compromise.</p>
<p>(Falling out) Know how important friendships make us feel about ourselves and that we can choose who to make friends with. Know simple strategies to resolve arguments between friends positively and how to ask for help if a friendship is making them feel unhappy.</p>	<p>(Friendship difficulties) Know some of the issues around friendships such as jealousy, seeking power control, leadership, not following established rules/manners, and what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties);</p>	<p>(Healthy friendships) Know that healthy friendships are positive and welcoming towards each other and prevent people from feeling lonely or excluded which can lead them to feeling isolated, disconnected and cause mental health issues.</p>
<p>(Things that are private) Know that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p>	<p>(Repairing Friendships) Know that most friendships have difficulties and these can often be worked through so the friendship is repaired or strengthened and that resorting to violence is never right.</p>	<p>(Trust) Know some of the signs to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice.</p>
Respectful relationships and citizenship	Respectful relationships and citizenship	Respectful relationships and citizenship
<p>What qualities make a good person? (Respecting difference) Know the importance of respecting others, even when they are different from them e.g. physically, in character, personality or backgrounds or they have different opinions, beliefs or make different choices.</p>	<p>What does it mean to be a responsible citizen? (Responsible citizenship) Know the practical steps they can take to improve or support respectful relationships such as compromise, taking turns, using positive language, being truthful, body language, tone, paying compliments etc.</p>	<p>What qualities enable us to be a force for good? (Stereotyping) Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Knows the terms visible and hidden disabilities and learn about hidden disabilities such as dyslexia, Down Syndrome and autism.</p>
<p>(Good manners) Know the conventions of courtesy and manners including greeting people, taking turns to speak, sharing fairly, saying please and thank you, engaging in conversation, speaking in a polite tone of voice.</p>	<p>(Society and diversity) Know that society is comprised of people with different views, values, wants and needs. Know that in wider society people can be expected to be treated with respect and in turn they should show due respect including those in authority and regardless of their background, culture or personal circumstances. Know some groups who are treated less favourably or mocked (discrimination).</p>	<p>(Consent and privacy) Know the importance of permission -seeking and giving in relationships with friends, peers and adults including passing on personal details and physical contact. Knows how to respond to risky or negative relationships and how to seek help</p>
<p>(Actions have consequences) Know that actions and words have consequences (cause and effect). Kind words and actions can have positive consequences whereas negative actions and words can have undesirable or unintended consequences. Knows some examples from real life.</p>	<p>(Different perspectives) Know the link between an action (behaviour) and consequences (cause and effect) including the use of SMART THINKING as a strategy to develop the stop, think, choose, do sequence</p>	<p>(Anti-social behaviour) Know the consequences of anti-social behaviour including bullying, racism, bad language and vandalism</p>

Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Respectful relationships and citizenship	Respectful relationships and citizenship	Respectful relationships and citizenship
<p>(Taking turns, playing fair) Know how to play cooperatively by taking turns, playing fairly, keeping to the rules and negotiating.</p>		<p>(Courageous advocacy) Know that courageous advocacy is and can give examples from everyday life</p>
<p>(The power of words) Know the importance of thinking before we speak because once words are said, it is difficult to take them back e.g. like the analogy of toothpaste coming out of a tube</p>	<p>(The power of words) Know the THINK acronym as a strategy/framework to make decisions in various made up social scenarios- is it Truthful? H- Is it helpful? I - is it inspiring? N - Is it necessary? K - Is it kind?</p>	<p>(The power of words) Know the THINK acronym as a strategy/framework to make decisions in various made up social scenarios- is it Truthful? H- Is it helpful? I - is it inspiring? N - Is it necessary? K - Is it kind?</p>
<p>(Saying no) Know basic techniques for resisting pressure to do something they do not want to do such as saying 'No. I do not want too because...' or ' I do not like it when you...'</p>	<p>(Types of relationships) Know there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>	<p>(Emotional intelligence) Know that sometimes they need to look for clues to recognise when they or someone else feels lonely and seeks comfort or wants to be left alone and that it is ok to have time on your own.</p>
<p>(Telling the truth) Know the importance of telling the truth. Know that passing on what someone has said can be misinterpreted.</p>	<p>(Keeping secrets) Know when to keep something confidential or secret (e.g. a birthday surprise that others will find out about) or when it is right to break a confidence or share a secret to protect someone or themselves from harm.</p>	<p>(Peer pressure) Knows that they may feel pressure from others to do something unsafe or that makes them feel uncomfortable. Know what to say and do in these situations and strategies for managing this including where to get advice and report concerns if worried about their own or someone else's personal safety.</p>
<p>(BAME) Know the positive influence from the Black, Asian and Minority Ethnic groups in three of the following areas: music, design, artwork, science, history, exploration, cuisine or fashion etc.</p>	<p>(BAME) Know the positive influence from the Black, Asian and Minority Ethnic groups in three of the following areas: music, design, artwork, science, history, exploration, cuisine or fashion etc.</p>	<p>(BAME) Know the positive influence from the Black, Asian and Minority Ethnic groups in three of the following areas: music, design, artwork, science, history, exploration, cuisine or fashion etc.</p>



Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Bullying	Bullying	Bullying
<p>What does it mean to be unkind and how can I stop it happening? (Hurtful words, unkind actions)</p> <p>Know words and actions can be kind and unkind. Know some examples from their observations or experiences. Know what is meant by teasing and bullying,</p>	<p>What does bullying look like from a victim, bully and observers point of view? (Types of bullying)</p> <p>Know, identify, recognise and actively challenge different types of bullying including ostracising, teasing, seeking to influence others to turn against another person.</p>	<p>How to spot all forms of bullying and challenge it? (Defining bullying)</p> <p>Know that bullying is behaviour where a person deliberately seeks to coerce, intimidate and control an individual through their words and actions and that it can be subtle and challenge or speak out when this occurs.</p>
<p>(Speaking out)</p> <p>Know that bullying is wrong and to speak out by telling a trusted adult where an injustice has occurred.</p>	<p>(Victims and bystanders)</p> <p>Know how it makes the victim feel. Know what might motivate the bully e.g. power, control, to make them feel better or popular. Know that there are often observers who know it is happening and allow it to continue by not intervening. Know the importance of challenging it directly and telling a trusted adult.</p>	
	<p>(Body language)</p> <p>Know body language and tone of voice can communicate something other than just the words and knows some examples of positive and negative body language.</p>	<p>(Challenging bullying)</p> <p>Know the importance to challenge different types of bullying, discrimination and prejudice (including cyberbullying), the impact, responsibilities of bystanders (primarily to report bullying) and how to challenge it or get help.</p>



Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Making choices	Making choices	Making choices
<p>Who is responsible for our words and actions? (My choices) Know that our words and actions are personal choices which lead to consequences and that we are responsible for our actions because we make that choice</p>	<p>What do I need to think about with a moral dilemma? (Moral dilemmas) Know what a moral dilemma is. Know there are two sides to a story and that it is ok to change your mind. Know some examples of moral dilemmas and ideas with plausible reasoning.</p>	<p>Making choices (Moral dilemmas and counter arguments) Know how to debate moral dilemmas using counter arguments recognising the difference between needs and want, the concept of charity in terms of distributing wealth more fairly and the relative value of money.</p>
<p>(Consequences) Know we all make choices and we are responsible for them. This includes words and actions. Know our actions have consequences, which can be good or bad. Know that some stories such as Aesop's fables designed to teach us to make good decisions. Debate scenarios that ask 'What is the right thing to do?'</p>	<p>(Needs and wants) Know the difference between wants and needs and give examples and the importance of knowing this in decision-making.</p>	<p>(Discrimination) Know that it is important to speak out and challenge discrimination and different forms of unlawful discrimination including racism and bullying.</p>
Rules	Rules	Rules
<p>Why are rules important? (Rules) Know school rules, class rules, rules at home, rules of a game and rules outside of school e.g. supermarkets. Know the importance of rules and why they help such as keeping good order, safety and protecting property and the environment</p>	<p>What is the difference between morals, rules and laws? (Rules and laws) Know the difference between rules and laws. Know some of the laws of our country are found in the Old Testament Bible (10 commandments given to Moses e.g. stealing and killing</p>	<p>What does the term human rights mean? (Human rights) Know the term Human Rights and why this term has been developed and challenge examples of potential breaches.</p>
<p>(Fair and unfair) Know what might be fair and unfair and give examples.</p>	<p>(Moral compass) Know that rules are based on a moral and responsible behaviour that takes into account other peoples' needs. Know what the term moral means and 'moral compass'</p>	<p>(Laws to protect children) Know the difference between rules and laws and how they are made and enforced including why different rules are needed in different situations. Know some issues that affect children and society e.g. new laws, child poverty, neglect, abuse and laws in place to protect children</p>
	<p>(British values) Know the 4 fundamental British Values of the rule of law, democracy, freedom and respect and tolerance and how democracy works at school, local and national level including how they change over time e.g. attitudes to disability and race.</p>	<p>(UN Rights for children) Know some of the 12 United Nations Convention on Rights for the Child and challenge examples of potential breaches.</p>

Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Equality and disadvantage	Equality and disadvantage	Equality and disadvantage
<p>How can we help people who are less fortunate than we are? (Helping others)</p> <p>Know there are groups of people who are disadvantaged compared to others and often through no fault of their own and how society attempts to help them e.g. charitable work, refugees, homeless, disabled</p>	<p>How are some people disadvantaged? (Needs and wants)</p> <p>Know the difference between needs and wants and how the amount of money we have might influence our decisions. Know that our basic human needs are food, water and shelter and this requires money. Know wealth is not equally distributed and in most cases, people have to earn money. Know different occupations offer different rates of pay. Know that some people in this country are homeless and charities attempt to support them.</p>	<p>How does society and the government help those with hidden and visible disabilities? (Visible and hidden disabilities)</p> <p>Know how individual lives are affected by hidden disabilities including dyslexia, autism, down syndrome, colour blindness and mental health and how society helps these groups and the importance of attitude and overcoming prejudice.</p>
<p>(Money and wealth)</p> <p>Know where money comes from i.e. it needs to be earned through work and that comes in different forms e.g. cash, electronically and that money is earned to buy and satisfy wants and needs. Know that families have different amounts of money</p>	<p>(Money and wealth)</p> <p>Know and appreciate the value (cost of everyday) items and purchases. Know that people make spending decisions based on their personal priorities based on needs and wants and this varies from family to family.</p>	<p>(Money and wealth)</p> <p>Know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' and people's spending decisions can affect others and the environment e.g. Fair trade, buying single-use plastics. Know that the government raise money through taxes to redistribute wealth and provide services e.g. school, hospitals, roads, doctors etc.</p>
<p>(Charity)</p> <p>Know that charity means giving up time to help others or wealth to help the needy. Engage in a class social action project and be able to talk about its purpose and reasoning and how it might help someone less fortunate.</p>	<p>(Disability)</p> <p>Know the term disability and be able to give examples of visible and hidden disabilities and how society helps these groups. Know that disability need to be a barrier to achievement and know some examples of individuals who have achieved despite their disability.</p>	<p>(Injustice)</p> <p>Think globally, exploring the companion links that exist between the local diocese/world Church and schools internationally. Challenge injustice and inequality and take advantage of curricular activities to engage in social action projects (this goes beyond a sense of compassion to a concern for justice).</p>
<p>(Democracy)</p> <p>Know to contribute to a democratic process, discussion, different perspectives, finding solutions that benefit the many and not individual preference.</p>	<p>(Democracy)</p> <p>Know to contribute to a democratic process, discussion, different perspectives, finding solutions that benefit the many and not individual preference.</p>	<p>(Democracy)</p> <p>Know what democracy means and how national government works. Contribute to the school and class councils to reinforce the concept of democracy, discussion, different perspectives, finding solutions that benefit the many and not individual preference.</p>
	<p>(Guardians of the planet)</p> <p>Know the impact disadvantage, deprivation and the exploitation of the natural world and engage in a fundraising, charity partnerships or social action projects reflect the school's Christian vision as stewards of the planet.</p>	

Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Healthy lifestyles	Healthy lifestyles	Healthy lifestyles
<p>How do I keep myself healthy and safe? (Food and exercise) Know the factors that contribute to a physically and mentally healthy lifestyle such as eating the right amounts of different types of food, exercise and hygiene</p>	<p>What are the risks of the choices I make? (Basic human needs) Know the factors that contribute to mentally and physically healthy lifestyle including sleep, water, and protection from sunrays, physical exercise, and mental stimulation and know the importance of building regular exercise into daily and weekly routines and how to achieve this e.g. walking, taking up a sport, joining a sports club etc. Know about different types of diet including vegetarian and vegan.</p>	<p>How does lifestyle affect our health? (Diet, exercise, drugs) Know the impact of diet, exercise, drugs and lifestyle on the way their bodies function (National Curriculum Science). Know the term mental health and how pressures and expectations can influence mental health and knows the risks associated with an inactive lifestyle including obesity and disease e.g. heart disease.</p>
<p>(Food and exercise) Know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (National Curriculum Science)</p>	<p>(Healthy meals) Know the characteristics of a poor diet and risks associated with unhealthy eating and nutrition (including obesity, tooth decay)</p>	<p>(Healthy meals) Know the principles of planning and preparing a range of healthy meals including understanding calories and other nutritional content including the impact of alcohol on diet and health.</p>
<p>(NHS Eat well Guide) Know that being active and different types and amounts of food are needed for good health using the Eat well Guide.</p>	<p>Know that food and drink are the basic requirements for life and that a variety is needed to ensure a healthy balance of vitamins, minerals, proteins carbohydrates.</p>	<p>Know that diet refers to the total amount of what we eat and drink and the importance of ensuring it contains enough water, nutrients and fibre, which is absorbed through digestion.</p>
<p>(Germs and viruses) Know what can make us unwell (germs) and the importance of washing hands, covering our mouths when coughing/sneezing</p>	<p>(First aid) Know how to deal with the following incidents (St John's ambulance KS 2 resources): bites and stings, burns and scalds, basic life support and calling for help.</p>	<p>(First aid) Know how to deal with the following incidents (St John's ambulance KS 2 resources): asthma, allergies and bleeding. Know the acronym LIONEL as a strategy to deal with an incident (Location Incident Other services Number of casualties Extent of injuries Location to confirm). Know the recovery position. Know what to do in various scenarios and decide on most appropriate action.</p>
<p>(Internet safety) Know the importance and benefits of the internet and rules for protecting yourself online such as not revealing passwords, personal details and that some people pretend to be someone other than they claim.</p>	<p>(Internet safety) Knows how to respond to unpleasant communications via mobile phone, text, or email, chat rooms. (Save the message and show to a trusted adult) and that online communication is not always confidential and that it can be monitored. Knows how information and data is shared and used online and the rules and principles for keeping safe online including how to recognise risks, harmful content and contact and how to report it.</p>	<p>(Internet safety) Know the benefits of the internet but it can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Identify a range of ways to report concerns about content and contact and strategies to deal with this. Know why social media, some computer games and online gaming, for example are age restricted and the benefits of rationing time spent online and electronic devices and why too much time can have a negative impact e.g. lack of exercise or mood.</p>
	<p>(Internet safety) Know that whenever they are online they are creating a digital footprint and what to do if content is inappropriate or upsetting (e.g. school policy, know who to report to and talk to. Understand the Internet contains fact, fiction (fake news) and opinion, and that search engines rank select and target information (cookies) and the importance to be discerning</p>	<p>(Internet safety) Know that some malicious adults use the internet to make contact and "groom" young children. Know how to report any suspicions (Think You Know REPORT ABUSE page) and understand the need for privacy settings on any social networking sites (and that online 'friends' who can use/share/download your images/content may not observe those privacy settings).</p>

Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Healthy lifestyles	Healthy lifestyles	Healthy lifestyles
<p>(Spotting dangers) Know some hazards in and around school at home that children ought to be aware of. Know examples of accidents that can be treated at home/school with First Aid and examples that are an emergency. Know hazards around them and how they can protect themselves from getting hurt.</p>	<p>(Identifying risks and hazards) Know the different risks in different situations and then decide how to behave responsibly and judging what kind of physical contact is acceptable or unacceptable.</p>	<p>Identifying risks and hazards to personal health) Know the facts and science relating to allergies, immunisation and vaccination and about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</p>
<p>(Spotting dangers) Know the rules for keeping safe in different contexts including the importance of drinking water, unsafe exposure to the sun and how to reduce the risk of sun damage e.g. staying in shade, sun hat, and sun lotion.</p>	<p>Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p>Know the early signs of physical illness such as weight loss or unexplained changes to the body and the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>
<p>(Medicines) Know that a trusted adult should only administer medicines and other medications, as they could be unsafe.</p>	<p>(Substance abuse/misuse) Know the harmful effects of tobacco and smoking on the body.</p>	<p>(Substance abuse/misuse) Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p>
<p>(People who can cause harm) Know that some people can cause harm. Know their body belongs to them and the differences between appropriate and inappropriate unsafe physical contact. Know the term 'trusted adult' in different contexts e.g. at school, home, shopping centre, playground etc. Know how to recognise and report feelings of being unsafe or feeling bad about an adult.</p>	<p>(People who can cause harm) Know what sorts of boundaries are appropriate in friendships with peers and others (including in the digital context) and how to ask for advice or help for themselves or others and to keep trying until they are heard. Know how where to get advice, for example family, school or other sources. Know how to contact Child line.</p>	<p>(People who can cause harm) Know the importance of privacy and the implications for both other children and adults, including that it is not always right to keep secrets if they relate to being safe. Know how to report concerns or abuse and the vocabulary and confidence needed to do so and how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Know how to contact Child line.</p>

Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Nutrition	Nutrition	Nutrition
<p>Where does our food come from? (Plants and animals) Know that food comes from a plant or animal and from different places around the world and can sort foods into plant or animal sources.</p>	<p>How to prepare healthy food? (Balanced diet) Know that seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Know that using the Eat well Guide to say if a meal is balanced.</p>	<p>How to prepare food safely? (Bacteria) Know the benefits and harmful effects of micro-organisms and how harmful bacteria such as salmonella can be avoided including knowing about sell by dates, and food hygiene safety rules including cross contamination and implications of raw meat especially chicken and pork.</p>
<p>(Seasonal foods) Know that different foods are available at different times of the year. Know that food must be prepared and cooked hygienically and safely before, it is eaten. Knows how to make a seasonal salad following a recipe.</p>	<p>(Storing food safely) Know why it is important to store, prepare, and cook food safely and hygienically.</p>	<p>(Heating food) Knows how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and heat food safely.</p>
<p>(Food categories) Know that food can be categorised in different ways e.g. fruit, vegetables, dairy, meat etc. and know the journey from 'farm to fork.</p>	<p>(Using utensils safely) Knows how to use a knife safely using the bridge hold and claw grip as well as a colander, peeler, juice squeezer, and kitchen scissors.</p>	<p>(Using utensils safely) Know how to slice, chop, rubbing in, rolling, cutting, kneading and baking.</p>
	<p>Know how to make bread rolls following a recipe and soft cheese.</p>	

Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Mental Wellbeing	Mental Wellbeing	Mental Wellbeing
<p>I wonder why I feel this way? (Healthy hobbies) Know the basic self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests and engages in some therapeutic experiences to enhance mental well-being such as mindfulness, yoga, sensorial activities etc.</p>	<p>How can look after my whole body? (Protective factors) Know about choices that can improve health, well-being and happiness such as the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity and engages in some therapeutic experiences to enhance mental well-being such as mindfulness, yoga, sensorial activities etc.</p>	<p>Why is mental health as important as physical health? (Protective factors) Know the protective factors and strategies that contribute to positive mental health including 1.Tell yourself something positive every day. Live in the moment rather than what might happen or has happened. 3. Exercise 4. Healthy diet 5. Talk and open up to others. 6. Do an act of kindness each day 7. Take up a hobby and engages in some therapeutic experiences to enhance mental well-being such as mindfulness, yoga, sensorial activities etc.</p>
<p>(Feelings) Know there is a normal range of emotions e.g. happiness, sadness, anger, fear, surprise, nervousness and a scale of emotions that all humans experience and recognise their own feelings, name them and what may have caused them.</p>	<p>(Mental wellbeing) Know that mental well-being is a normal part of daily life in the same way as physical health and how to judge whether their feelings and how they are behaving is appropriate and proportionate.</p>	<p>(The role of emotions) Know how to recognise and talk about their emotions including having a varied vocabulary of words to use when talking about their own and the feelings of others.</p>
<p>(Opinions) Know that people have different opinions and points of view and will have reasons for these, which may differ from my own.</p>	<p>(Dealing with negative thoughts) Know that one of the ways to confront anxiety is to face the fear and then reflect afterwards "Did my worst fears come true?"</p>	<p>(Dealing with negative thoughts) Know the importance of challenging negative thoughts by asking themselves 'what has happened in this situation before?' 'What did I learn?', 'Did my fears' come true?'</p>
<p>(Scaling) Know how to grade emotions on a 1-5 scale to help put things into perspective.</p>	<p>Know the importance of maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).</p>	<p>Know how emotions are triggered including shades of emotion and know the purpose of emotions such as anger, frustration, and jealousy, nervousness, in terms of them communicating a need that needs to be resolved and have a range of strategies to cope with these emotions.</p>
<p>(Positive thinking) Know the importance of having a go, developing the attitude that practise makes better and if at first you do not succeed, have another go.</p>	<p>(Positive thinking) Know the importance of positive thinking and self-talk on performance such as self-belief, learning from mistakes, determination, perseverance, self-discipline, creativity, setting aspirational goals.</p>	<p>(Growth mind-set) Know the importance of a growth mind-set a growth mind-set and performance virtues in terms of identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) and strategies for self-regulation as well as self-belief, learning from mistakes, determination, perseverance, self-discipline, creativity, setting aspirational goals.</p>



Relationships, Sex and Health Education Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Reproduction	Reproduction	Reproduction
<p>Why does my body have different parts?</p> <p>Know the name of the basic parts of the human body, can draw and label the body including arms, legs, chest, head, hands, feet, knees, thighs, fingers, toes, wrists, ankles, elbows, neck, shoulders, ears, nose, mouth, teeth, tongue, eyes and say which part of the body is associated with each sense. (Does not include sexual organs although children may raise questions and the teacher will use age appropriate but correct terminology for body parts if questions arise or there are misunderstandings).</p>	<p>What is the life cycle of a flowering plant?</p> <p>Know the parts of a flower play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Know what plants need to survive and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	<p>How do living things reproduce?</p> <p>Know the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. Know about the concept of evolution and inheritance and some examples. Know the life process of reproduction in some plants and animals. Know the names of the parts of a flowering plant, their functions including reproductive organs such as stamen, stigma, style, ovary, ovules, pollen, anther, filament, petal, leaf, root, stem. Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Understand reproduction in plants and animals, and human growth and changes. Know the ways in which nutrients and water are transported within animals, including humans.</p>
<p>Know that animals, including humans, have offspring, which grow into adults.</p>		<p>Know about production in plants, including flower structure, in terms of wind and insect pollination, fertilisation, seed and fruit formation and dispersal (Key Stage 3)</p>
<p>Know the names of the offspring of animals e.g., cats-kittens, sheep-lambs etc. Know that animal offspring and human babies need looking after (both require milk when they are born).</p>		<p>Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Know the changes as humans develop to old age (including puberty)</p>
<p>Know that babies also need love as well as warmth, shelter, food and stimulation. Know babies grow and development and cannot do much for themselves and rely on adults.</p>		<p>What happens to my body during puberty? (Physical changes)</p> <p>Know the physical changes in the body related to puberty, such as periods, voice breaking and body hair. When these changes are likely to happen and what issues could cause young people anxiety and how they can cope. Emotional changes and the impact of hormones and peer pressure.</p>
		<p>(Emotional Changes)</p> <p>Know about gender issues including transgender and same sex partnerships. Stereotypes. Peer pressure. Physical and emotional change. That people may be attracted to someone emotionally, romantically and physically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p>
		<p>How are babies made? (parents may withdraw children from this aspect only after a meeting with the head teacher)</p> <p>Know the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for. Importance of consent and loving relationships and decisions around choosing to conceive.</p>



Reception : Physical Development

Dance Unit 1	Dance Unit 2	Dance Unit 3	Dance Unit 4	Gymnastics N/R Introductory unit	Gymnastics A Travelling
Know how to travel e.g roll, crawl, walk, jump, hop, skip) about the space with increasing control and co-ordination.	Know how to respond to a wide range of stimuli.	Know how to recognise and use a variety of body shapes. Know how to move and freeze with control.	Know how to distinguish between different shapes e.g stretched, curled, wide and thin.	Know how to use space safely.	Know how to walk, stride, bounce and hop on feet or hands and feet and slide on different body parts.
Know how to copy simple shapes and create some of their own.	Know how to explore ideas and select movements to make simple dances within a planned structure.	Know how to travel and turn on high and low levels. Know how to travel rise and fall using different speeds.	Know how to create pathways on the floor and in the air.	Know how to confidently travel on their feet in different ways and recognise directions.	Know how to change their way of travelling in a controlled manner and show an awareness of directions.
Know how to travel on their feet in a variety of ways showing different rhythms and speeds.	Know how to recognise repeated rhythms and sound patterns and match movement to the music.	Know how to use different parts of their bodies to communicate imaginative ideas.	Know how to work co-operatively with a partner.	Know how to identify and use different parts of the body.	Know how to show an awareness of high (far away from the ground) and low (close to the ground) movements.
Know how to perform short dances within a planned structure.	Know how to describe their own actions and the actions of others using appropriate vocabulary.	Know how to remember and perform short phrases of movement.	Know how to recognise and show different shapes with their bodies.	Know how to listen to instructions and engage themselves in activity.	Know how to demonstrate quick movements and slow movements.
Know how to respond to a range of stimuli.	Know how to move on different levels and in different directions.	Know how to describe their own actions and the actions of others using appropriate vocabulary.	Know how to choose different movements and link them appropriately.	Know how to work sensibly and co-operatively with other children to lift apparatus like mats and benches.	Know how to share space and apparatus safely with other children.
Know how to recognise repeated rhythms and sound patterns and match movement to the music.	Know how to recognise and use changes of speed.	Know how to select movements to create dances within a simple framework.	Know how to remember and perform short phrases and patterns of movement.		
			Know how to talk about the dance and explain why they liked it. Know how to recognise the changes that occur in their bodies when they are active.		



Reception : Physical Development

Gymnastics B Stretching and curling	Gymnastics C Travelling taking weight on different body parts	Games Unit 1 Using bean bags	Games Unit 2 Focus on using a ball	Games Unit 3 Focus on using hoops and quoits	Games Unit 4 Focus on using ropes, bat and ball
Know how to demonstrate wide, thin, tall and curled body shapes when travelling or holding a balance.	Know how to travel taking weight on feet, hands and feet, and to slide taking weight on front, back, side and hips.	Know how to listen to instructions and engage themselves in activity.	Know how to carry, steer, dribble and send a ball with confidence and increasing control.	Know, understand and be able to demonstrate how to use hoops and quoits safely and with control.	Know how to understand that using a bat requires more space and care and be able to explain why this is so.
Know they can take their weight on different body parts to make different shapes.	Know how to take weight confidently and safely on hands.	Know how to use space safely.	Know how to roll a ball accurately to a partner.	Know how to show awareness of space and of other children moving in the space so they avoid collisions.	Know how to steer a ball along the ground showing different speeds and directions carefully avoiding other children.
Know how to hold a strong, controlled balance and show an awareness of levels.	Know, understand and show how to jump, land and sink down safely and link it with a low travelling movement.	Know how to travel and spring confidently on their feet in different ways.	Know how to demonstrate an increase in co-ordination and accuracy when aiming at a target.	Know what makes an aiming game harder (e.g aiming from further away or making the target smaller).	Know how to hit a ball along the ground to a partner.
Know how to use space safely and stop on a given signal.	Know how to link together two or three travelling movements.	Know how to name and use different parts of their bodies.	Know how to change their way of travelling in a controlled manner and show an awareness of space and direction.	Know how to start and stop an activity or game on a given signal.	Know how to start and stop activities on a given signal.
Know how to link together two contrasting balances	Know how to safely transfer work from floor to apparatus at every stage of learning, moving on/off, over, under, along and through.	Know how to use a range of small equipment with increasing confidence and control.	Know how to start and stop on a given signal.	Know how to co-operate with others and take turns with equipment.	Know how to co-operate with others and take turns with equipment.
Know how to link together a travelling movement and a balance.		Know how to work sensibly and co-operatively with other children	Know how to follow the rules of a game or activity.	Know how to follow the rules of a game.	
Know how to adapt and safely transfer curled and stretched travelling and balancing onto apparatus			Know how to share space and equipment safely with others.		

Reception : Physical Development (Forest School)

<p>Safety Know the three forest school rules.</p> <ul style="list-style-type: none"> - Look after myself. - Look after my friends. - Look after the woods. 	<p>Safety Know that there are boundaries at the edge of our forest school area and why I must not go past them.</p>	<p>Safety Know other ways to keep myself safe at Forest School?</p>	<p>Safety Know ways to keep my friends safe at Forest School?</p>	<p>Safety Know ways I can look after the woods?</p>	<p>Safety Know that I can express what I can see, hear, smell and feel in the woods?</p>	<p>Safety Know to tell an adult if I am worried about something at Forest School.</p>
<p>Safety Know how to safely move logs.</p>	<p>Construction Know I can build a den using natural materials (sticks, logs).</p>	<p>Tool use Know how to safely use a mallet?</p>	<p>Construction Know I can build a den using a tarpaulin, rope, pegs and a mallet?</p>	<p>Skills Know how to tie a simple knot with string, twine or rope.</p>	<p>Tool use Know how to use a potato peeler to remove the bark from a stick with adult supervision.</p>	<p>Creativity Know how to use natural materials to make art and models.</p>
<p>Tool use Know how to use secateurs safely with adult support.</p>	<p>Tool use Know how to use loppers safely with adult support.</p>	<p>Tool use Know how to use a bow saw safely with adult support.</p>	<p>Fire Know what the fire triangle is.</p> <ul style="list-style-type: none"> - Oxygen - Fuel (cotton wool, wood) - Ignition (spark) 	<p>Safety Know to wash my hands before cooking at Forest School.</p>	<p>Fire Know how to cook simple food on a fire with adult support.</p>	<p>Fire Know how to make a spark with a flint and steel.</p>
<p>Fire Know how to light a piece of cotton wool with a flint and steel.</p>	<p>Living things Know how to identify and name 4 minibeast found in the woods.</p>	<p>Living things Know how to identify and name 4 trees found in the woods .</p>	<p>Living things Know how to identify and name 4 plants found in the woods.</p>	<p>Living things Know that some living things should not be touched e.g fungus, poisonous plants.</p>	<p>Living things Know how to identify 4 birds by their call.</p>	<p>Seasons and change Know how to talk about changes through the seasons.</p>
<p>Physical Know how to climb with control.</p>	<p>Physical Know how to swing with control.</p>	<p>Physical Know how to balance with control.</p>				

Reception : Physical Development

Gross motor			Fine motor		
Know how to use space and equipment safely.	Know how to use a range of large and small equipment indoors alone.	Know how to dress and undress independently.	Know how to thread beads onto a string.	Know how to connect lego bricks	Know how to hold scissors.
Know how to demonstrate a good posture when sitting on the floor and on a chair.	Know how to cycle a trike with control	Know how to walk across a narrow beam.	Know how to snip using scissors.	Know how to cut a line using scissors.	Know how to cut out a shape using scissors.
Know how to walk in a straight line	Know how to run with control	Know how to hop on one leg.	Know how to use tweezers to pick up small objects and move them from one container to another	Know how to fit shapes including jigsaw pieces together	Know how to hold a pencil using a tripod grip
			Know how to form letters correctly and develop own handwriting style.	Know how to use a range of large and small equipment outdoors alone.	Know how to use a range of large and small equipment indoors in a group.
			Know how to use a range of large and small apparatus outdoors in a group.	Know how to develop positive attitudes towards a healthy lifestyle.	Know how to use a range of tools competently, safely and confidently.



Physical Education knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Running & Walking Know how to run in a coordinated & fluent way Know how to run at different speeds for short & longer durations</p>	<p>Running for Speed Know the technique needed for running for speed including use of arms, length of stride, keeping the head steady, running past the finishing line rather than slowing down Know how to accelerate quickly from a stationary position Know how to run a relay race</p>	<p>Running for Speed Know the technique for a sprint start (crouch sprint start) and other starting positions and the advantages of each. Know the technique for the changeover (passing & receiving a baton) in various relay race Know how to sustain speed over longer durations of time or distance</p>
<p>Running Over Obstacles Know how to run in a coordinated & fluent way over obstacles (one leg followed by the other) Know how to run at different speeds over obstacles</p>	<p>Running Over Obstacles Know how to jump and judge obstacles placed at varying heights & distance Know how to adjust stride patterns according to the height and distance of obstacles</p>	<p>Running Over Obstacles Know how to execute the three stride pattern over hurdles Know how to execute hurdling technique</p>
	<p>Running for Distance Know that speed & pace have to be adjusted for a longer distance e.g. one lap of the school Know what happens to their bodies (heart rate/breathing/perspiration) over a longer distance</p>	<p>Running for Distance Know how to sustain pace over longer distances e.g. running at different tempos and conserving energy for a sprint finish.</p>
<p>Throwing for Distance Know how to throw under arm and over arm with a developing awareness of distance & weight Know how to throw a range of different throwing implements e.g. large ball/small ball/ bean bag, quoit</p>	<p>Throwing (Push & Pull Throws) Know how to send an object with force using push and pull throws Know how to execute different throwing techniques e.g. one handed (netball throw) and two hand pull throw (football 2 handed throw) using a large ball</p>	<p>Throwing (Pull Throw) Know how to perform a range of throwing techniques e.g. chest pass (basketball),</p>
<p>Throwing for Accuracy Know how to throw underarm in a coordinated way using a range of different throwing implements to hit a short distance target e.g. bean bag into a bucket, or into a hoop lying on the ground</p>	<p>Throwing (Fling & Heave) Know how to throw underarm and overarm in a coordinated way using a range of different throwing implements to hit a short-medium distance target e.g. bean bag into a bucket, or into a hoop lying on the ground</p>	<p>Throwing (Push Throw) Know how to throw underarm and overarm in a coordinated way using a range of different throwing implements to another person over a medium to long distance e.g. a rounders ball to a fielder on a post or the bowler</p>
<p>Jumping for Height & Distance know how to take off & land in a coordinated & controlled way by bending the knees for power and landing using arms to balance Know how to jump in a variety of different ways (off one leg, two legs)</p>	<p>Jumping for Height & Distance Know how to take off and land in a fluent & coordinated way from a standing position developing body position in flight and using arms for stability Know and use a variety of jumps in different games & activities</p>	<p>Jumping for Height & Distance Know how to take off and land in a fluent & coordinated way from a running position developing power, control & consistency and developing the approach, take off, flight & land</p>
<p>Combination Jumping Know how to link a variety of different jumps together in a coordinated & controlled way</p>	<p>Combination jumping Exploring different combinations of jumps</p>	<p>Combination jumping Developing fluency & control in putting together jumps and choosing different combinations for games & activities</p>



Physical Education knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Gymnastics Know how to master basic movements including running, jumping, hopping, skipping as well as developing balance, agility and co-ordination, making different shapes with the body, and travelling in different ways and speeds including walking, crawling, sliding.</p>	<p>Gymnastics Know how to master sequences involving different rolls e.g. Teddy bear/straddle roll, sideways (log/pencil)roll, egg tucked roll See Primary School Gymnastics : Teaching manual by Val Sabin</p>	<p>Gymnastics Know how to master Bridges. Flight. Functional use of limbs. Spinning and turning. See Primary School Gymnastics : Teaching manual by Val Sabin</p>
<p>Gymnastics Know how to climb and dismount equipment safely.</p>	<p>Gymnastics Know how to stretch, curl and arc. Master moves that involve symmetry and asymmetry and travel in different ways (pathways) including changing direction. See Primary School Gymnastics : Teaching manual by Val Sabin</p>	<p>Gymnastics Know how to master partner work including synchronisation and canon, holes and barriers, counter balance and counter-tension. See Primary School Gymnastics : Teaching manual by Val Sabin</p>
<p>Gymnastics Know how to balance on different parts of the body with control and stillness for 3-5 seconds and plan a sequence of movements.</p>	<p>Gymnastics Know how to master balancing in different ways (floor and apparatus), transferring body weight in different ways. See Primary School Gymnastics : Teaching manual by Val Sabin</p>	<p>Gymnastics Know how to vault and use a springboard safely</p>
<p>Games Know how to follow the rules of a game. Strike a ball with a bat. Kick a ball with a foot. Throw and catch a ball with two hands. Participate in team games,</p>	<p>Striking and field games Know how to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Striking and field games Know the rules and strategies to play rounders, cricket, tennis, badminton and develop simple tactics to gain advantage.</p>
<p>Games Know how to play different bat and ball games. Know how to play a range of mini-group/team games and partner games that include throwing and catching and aiming.</p>	<p>Invasion games Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Invasion games Know the rules and strategies to play handball, football, netball, hockey and know some tactics for attacking e.g. moving into space, draw defenders a way to create space and defending e.g. marking, tracking back to get behind the ball</p>
<p>Dance Know how to perform dance routines using simple movement, shapes, and patterns. See Primary School Dance : Teaching manual by Val Sabin</p>	<p>Dance Know how to perform and compose dance a range of routines whilst developing flexibility, strength, technique, control and balance See Primary School Dance : Teaching manual by Val Sabin</p>	<p>Dance Know how to perform and compose dance routines involving symmetry, asymmetry, changing direction, high and low, mirroring whilst developing flexibility, strength, technique, control and balance See Primary School Dance : Teaching manual by Val Sabin</p>
<p>Orienteering Know how to navigate a simple route (orienteering) using clues around the school grounds.</p>	<p>Outdoor adventurous activities Know how to navigate a route (orienteering) using clues around the school grounds both individually and in a team. Take part in outdoor and adventurous activity challenges both individually and within a team including those at Danbury outdoor activity centre.</p>	<p>Outdoor adventurous activities Know how to navigate a route (orienteering) using clues around the school grounds both individually and in a team. Take part in outdoor and adventurous activity challenges both individually and within a team including those at Mersea outdoor activity centre.</p>



Computer Skills and Coding knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Digital awareness Know common uses of information technology beyond school and how they can be used.</p>	<p>Digital awareness Know how to use search engines effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Digital awareness Know how computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>
<p>Digital awareness Know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Digital awareness Know how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p>Digital awareness Know how to recognise acceptable/unacceptable behaviour and be able identify a range of ways to report concerns about content and contact</p>
<p>Internet Know how to use a search engine to find specific information, use forward and back buttons, hyperlinks</p>	<p>Internet Know how to access a specific website by typing a specific web address and how this is different to a search.</p>	<p>Internet Know how to use search engines to find relevant information and refine their searches by trying alternative phrases</p>
<p>Internet Know how to navigate an age appropriate ICT based sources including websites to find relevant information and use appropriate buttons, tabs, menus and hyperlinks.</p>	<p>Internet Know how to navigate an age appropriate ICT based sources including websites to find relevant information and use appropriate buttons, tabs, menus and hyperlinks and what to do if they see something inappropriate.</p>	<p>Internet Know that some sources of information on the internet are unreliable or biased begin to ascertain reliable websites from less reliable sites e.g. real news from fake news.</p>
<p>Internet E-safety (See RSHE How do I keep myself healthy and safe?)</p>	<p>Internet E-safety (See RSHE) What are the risks of the choices I make on my body?</p>	<p>Internet E-safety (See RSHE How does lifestyle affect our health?)</p>
<p>Coding Know how to use logical reasoning to predict the behaviour of simple programs e.g. predict where a Bee Bot will end up from a simple set of instructions.</p>	<p>Coding Know how to use sequence, selection, and repetition in programs and to control variables and various forms of input and output to change an outcome e.g. Junior Control Insight.</p>	<p>Coding Know how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs using software that is more sophisticated.</p>
<p>Coding Know how to execute algorithms (sets of instructions) by following precise and unambiguous instructions. e.g. Create and debug (correct) simple programs (instructions) to make a Bee bot navigate an obstacle course</p>	<p>Coding Know that algorithms are a set of rules (programs) and how they are implemented on programs and digital devices such as Bee Bots and other more sophisticated control technology devices.</p>	<p>Coding Know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p>

Computer Skills and Coding knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Publishing Know how to navigate a keyboard, use a simple word processing package to type writing, save a file, and print their work.</p>	<p>Publishing Know how to select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, presenting data and information in a multimedia way e.g. combining text with pictures or data charts.</p>	<p>Publishing Know how to use video editing features to produce a short video, adding credits, sound effects, transition and special effects using appropriate software e.g. Audacity and Windows Moviemaker.</p>
<p>Publishing Know how to use a digital camera to take a photo, view it afterwards and delete it.</p>	<p>Publishing Know how to record audio files and transfer them to an appropriate app for editing. Know some the effects that can be achieved and how to use them using audio editing.</p>	<p>Publishing Know how to build a simple website style document using hyperlinks, flyers, leaflets, email, blogs and a podcasts using appropriate software.</p>
<p>Publishing Know how to make sound effects and music to suit a purpose using a music/audio software application.</p>	<p>Publishing Know how to word process short texts for different purposes and use editing tools for effect.</p>	<p>Publishing Know how to create a multi-media page using text and images, audio files and hyperlinks.</p>
	<p>Publishing Know how to edit images using photo-editing software using appropriate software.</p>	<p>Publishing Know how to create audio editing software to sample, record and edit sounds.</p>
<p>Modelling and simulation Know how to use a simple adventure program or simulation and learn about cause and effect.</p>	<p>Modelling and simulation Know how to use simulation software to make predictions to support learning in other areas e.g. Science Simulation explorer.</p>	<p>Modelling and simulation Know how to create a multi-track music compositions or rhythms using an appropriate software package e.g. Compose Junior World or 2 Simple Music toolkit.</p>
	<p>Modelling and simulation Know how to design simple repeating musical patterns using musical software package.</p>	<p>Modelling and simulation (CGI linked to art) Know how to create a simple stop motion animation from a series of still images using more complex software e.g. Windows Movie maker or Monkey jam.</p>
<p>Modelling and simulation (CGI linked to art) Know how to use a software package to create artwork and images.</p>	<p>Modelling and simulation (CGI linked to art) Know how to make an image move on the screen (simple animation) using appropriate software.</p>	<p>Modelling and simulation (CGI linked to art) Know how to create a short animation using blue screen technology using appropriate software e.g. Windows Moviemaker.</p>
	<p>Modelling and simulation (CGI linked to art) Know how to create a short animated sequence from captured images in simple storyboard software, to communicate a specific idea using appropriate software.</p>	<p>Modelling and simulation Know how to use efficiently CT based data handling packages to support learning in other areas including various graphs, tables and databases to find out relevant information. e.g Which planets have more than 5 moons and are gas planets.</p>



Computer Skills and Coding knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Data handling Know how to extract and input relevant information to create a database.	Data handling Know how to create different types of graphs, tables and databases for a specific purpose and collect, sort and input data into an appropriate data handling application
	Data logging Know how to use data logging equipment to gather information to support a class topic e.g. temperature.	Data logging Know how to use data logging software to collect information to support learning in other areas e.g. science or geography.
	Spreadsheets Know how to use a spreadsheet to present and edit data or information	Spreadsheets Know how to use a spreadsheet to make a one and two-step function machine.
		Spreadsheets Know how to write and test a spreadsheet formula for a specific purpose and use it to model/project or forecast different outcomes when variables are changed e.g. a formula to find the area of a perimeter.



Reception : Geography (understanding the World)

Know about members of their immediate family and community.	Know the name of and how to describe people who are familiar to them.	Know how to compare and contrast characters from stories.	Know how to draw information from, read and follow a simple map.	Know why some places are special to members of their community.
Know that people have different beliefs and celebrate special times in different ways.	Know some similarities and differences between life in this country and life in other countries.	Know about the natural world around them.	Know how to describe what they see, hear and feel whilst outside.	Know some environments that are different to the one in which they live.
Know the effect of the changing seasons on the natural world around them.	Know where I live.	Know the key features of where I live.	Know about the significant places within my community e.g school, church.	Know how to get from one key place to another.
Know the vocabulary I need to use to direct others.	Know that people I know have different customs and traditions.	Know that people in different countries have different customs and traditions.	Know I live in England which is part of The United Kingdom.	Know the capital city of England is London.
Know the different key features of cities, towns and villages.	Know the names of some of the different countries and continents around the world.	Know different countries have different features.	Know ways to travel between countries.	Know about different weather conditions in the UK.
Know there are four seasons and the key features of them.	Know the key features of different climates around the world.	Know some simple things I can do to help look after the planet.	Know human actions can help or destroy the planet.	Know how to notice, ask questions, compare similarities and differences, use my senses, express opinions, explain and describe.

Key vocabulary

Environment, place, feature, world, local area, town, city, countryside, villages, travel, route, map, weather, compare, similar, different, traditions, community.



Geographical Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Thinking like a geographer	Thinking like a geographer	Thinking like a geographer
Core vocabulary Know and use the following terms location, place, map, atlas, landscape, environment, climate, weather, equator, north and south poles, north, south, east and west as well the names of physical and human features outlined below .	Core vocabulary Know and use the following terms natural landscape, human landscape (settlements, transport, industry etc.), environment, climate, weather, rural, urban, population, change and consequence as well the names of physical and human features outlined below.	Core vocabulary Know and use the following terms natural landscape, human landscape (settlements, transport, industry etc.), environment, climate, weather, rural, urban, population, change and consequence as well the names of physical and human features outlined below.
Asking geographical questions Know when geographers learn about places, they routinely ask: <ul style="list-style-type: none">- Where is it?- What is it like?- How is it changing?- How is it similar/different from a place I know?	Asking geographical questions Know when geographers learn about places, they routinely ask: <ul style="list-style-type: none">- Where is it?- What is it like?- How is it changing?- How can the environment/landscape be protected from harm?	Asking geographical questions Know when geographers learn about places, they routinely ask: <ul style="list-style-type: none">- Where is it?- What is it like?- How is it changing?- How can the environment/landscape be protected from harm?- What are the consequences/impact?
Gathering information Know that information about places can be gathered by first hand observations e.g. counting the number of detached houses or how many cars pass through Tolleshunt D'Arcy between 10am and 10.15am. Know that information can be gathered from maps, atlases, photographs, aerial photographs, books and other multi-media sources e.g TV.	Gathering information In addition to first hand observations and sources of information identified at KS1,, know that information about places can be obtained the internet and simple data sources. Know how to interpret information about places from books, the internet and simple data sources as well as first hand observations, maps and photographs including aerial photographs. Know how to make maps and plans using symbols and a key. Know the eight points of a compass to describe location and direction when studying places.	Gathering information In addition to first hand observations, maps, and photographs, internet, books, know that information about places can be obtained from established data sources e.g. population tables, weather charts, pie charts including population tables, weather charts, pie charts as well as thematic maps such as climate or vegetation zones. Know how to use, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wide.



Geographical Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Local place knowledge	Local place knowledge	Local place knowledge
<p>What types of buildings and places are in Tolleshunt D’Arcy?</p> <p>Know the main features human and physical features of Tolleshunt D’Arcy and where they are in relation to the school including the church, the village hall, the village green, the allotments, the restaurant, the Post Office, the old post office, the Golf Course. Know how to represent them in relation to each other on a simple map or birds eye view (aerial view).</p> <p>Know that some houses are detached, semidetached and terraced and know where examples of each can be found in Tolleshunt D’Arcy.</p> <p>Know some buildings are places of work (businesses) for people living in Tolleshunt D’Arcy or travelling into e.g. school, Post Office, restaurant, printers and others are where people live.</p>	<p>Where is Tolleshunt D’Arcy, what is it like and how has it changed?</p> <p>Know Tolleshunt D’Arcy’s main human and physical features and how and why has it changed through the study of historic and modern maps/photos, population records, including aerial photos and technology egg Google Maps. Know changes include Old Post Office , new housing being built, increases in traffic and parking issues. Know how the geography of the school grounds has changed.</p> <p>Know where Tolleshunt D’Arcy is located in relation to the UK including counties and cities of the United Kingdom (England, Scotland, Wales, Northern Ireland), and how land is used for different reasons across the United Kingdom e.g. what humans have added to the land e.g. houses (housing), business including shops, transport (roads, railways, airports, carparks) and natural features including hills, mountains, coasts and rivers.</p>	<p>What local issues does Tolleshunt D’Arcy face?</p> <p>Know about some of the issues, pressures and conflicts of land use in Tolleshunt D’Arcy such as parking, lack of shops (this makes residents to drive out and increasing road traffic and pollution), Tolleshunt D’Arcy being used as a short cut/thoroughfare when there are issues on the A120, lack of school places for local children who move into the village (implications of expanding the school on traffic/parking), lack of facilities for the elderly or young (for example buses).</p> <p>Know some of the possible solutions and implications of these e.g. building a carpark - unsightly, where, residents might not want a car park next to their home, who will pay for building it, upkeep etc.</p>
<p>What is spoiling my local area and what can we do?</p> <p>Know about a local geographical issue on the school grounds or immediate area that is spoiling the area and suggest solutions for this and the best place to locate these solutions e.g. litter on the school site, crowding/long queue at lunchtimes, not enough toilets, not enough car parking for staff by collecting the data, suggesting solutions and considering the consequences/impact or unintended consequences of solution e.g. extending the school carpark onto the field</p>	<p>Know how to make a simple map of the UK and plot places of interest and geographical significance. Know how to locate the UK from a world map and the countries of the UK from a UK or European Map. Know the UK is in Europe.</p>	



Geographical Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
National place knowledge	National place knowledge	National place knowledge
<p>What is the United Kingdom, where is it and what is it like?</p> <p>Know the United Kingdom is made up of 4 countries. Know they are England, Scotland, Wales and Northern Ireland) and that they have capital cities (London, Edinburgh, Cardiff, and Belfast).</p> <p>Know where the UK is on a world map. Know what information can be obtained from a map of and aerial photographs of the 4 countries of the UK in terms of land including identifying cities, towns, villages, factories, farms, houses, offices, ports, harbours, roads, railway lines, airports,, towns, cities, villages, beaches, lakes, mountains, cliffs, coast, forests, hills, sea, ocean, rivers, soils, valleys, vegetation</p> <p>Know the geographical similarities and differences of a small area of the United Kingdom e.g. London, the Essex coast or the Peak district</p>	<p>What does the landscape look like in different parts of the United Kingdom and how is it changing?</p> <p>Know the name and location of counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Know how are humans or nature is spoiling the natural landscape in the UK.</p> <p>Know about a national geographical issue that is spoiling the area and suggest solutions and the impact including any unintended consequences of solutions e.g. plastic pollutions in around the shores of the UK, its impact on biodiversity and tourism including the impact of solutions both positive and negative or impact of tourism in areas of natural beauty or the impact of coastal erosion on the coastline.</p>	<p>How is the landscape in the United Kingdom changing?</p> <p>Know that the landscape is constantly changing through human intervention e.g. cities are growing and expanding, more housing is being built, new transport links are being built including road and rail. Know that some of these changes are designed to improve the quality of life e.g. housing and rail (HS2) to improve transport times but this has negative consequences on those living close by.</p> <p>Know the challenges with increasing population by studying population data such as increased demand for housing and schools and energy. Know about the UKs energy crisis and the conflict with greener energy and climate change.</p> <p>Know some of the solutions and impact on the landscape e.g. more electric charging stations, wind turbines, pylons, the nuclear solution and where these can be located.</p>
Global place knowledge	Global place knowledge	Global place knowledge
<p>How is our local area similar and different to a place in another part of the world?</p> <p>Know the name and locate the world's seven continents and five oceans.</p> <p>Know the location of hot (tropics) and cold areas of the world (polar: arctic and Antarctic) in relation to the Equator and the North and South Poles. Know that the arctic is frozen sea throughout the year although some of the ice melts during the summer. Know that icebergs are formed by frozen water breaking off.</p> <p>Know that very few people live in the arctic because of the extreme cold weather and very little can grow and there are no roads, airports, shops, houses, farms, factories close to the north pole.</p>	<p>How does the landscape in a region of the UK look different to a region in Europe?</p> <p>Know the location the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities and the similarities and differences with a region in the UK</p>	<p>How does the landscape of a region in the UK look different to a region in north and south America and what environmental pressures does they face?</p> <p>Know the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom with North or South America including environmental issues they face e.g. destruction of tropical rain forest because of the pressures on their economy, fracking in NA because of pressure for cheap electricity, impact of hurricanes on the east coast of America and settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>



Geographical Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational knowledge	Locational knowledge	Locational knowledge
<p>What can we learn about our world from a globe and an atlas?</p> <p>Know aerial photographs are like a bird's eye view of the place and a map is like a bird's eye view but with different places represented. Know the difference between a globe, atlas and map. Know the type of information they contain such as where beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, vegetation, season, cities, towns, villages, factories, farms, houses, offices, ports and harbours are located.</p> <p>Know maps can show the names of countries and country borders. Know that maps use symbols to represent places. Know what information is contained within world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>How does latitude and longitude affect different parts of the world?</p> <p>Know the terms latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Know the impact of these on weather and climate.</p> <p>Know the difference between weather and climate. Know the similarities and differences between the climates on different cities around the world.</p>	<p>What are the features of different world environmental regions and how might they be under threat?</p> <p>Know terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Know there are patterns across the world, which are influenced by latitude and climate.</p> <p>What global environmental issue is the world currently facing?</p> <p>Know how these are changing by comparing data e.g. the tropical rainforest region in Brazil is shrinking as is the ice sheets across the arctic as well as extreme weather conditions as documented in the media. Know that both are caused by human influence (deforestation for economic growth) and climate change due to increasing use of carbon and demand for energy as the world's population grows.</p>
Locational knowledge	Locational knowledge	Locational knowledge
<p>How can I draw a map of my school?</p> <p>Know how to make maps, plans [i.e. a pictorial map of a place in a story], and can interpret a simple map to say what the place is like. Know aerial photographs are like a bird's eye view of the place and a map is like a bird's eye view but with different places represented. Know places and objects look different from a birds eye view. Know that you have gather first hand observations of a place to start drawing a map. Know how to draw a map of the classroom. Know all the rooms/places in the school and where they are in relation to each other by rearranging templates on the floor.</p>	<p>How drawing a map of our village help us to understand how the land is being used?</p> <p>Know how to use maps, atlases, globes and digital/computer mapping including aerial photographs to locate countries and describe features studied. Know how to draw a simple map of the village from observations, fieldwork and aerial photographs with specific reference to the 4 compass points e.g. north south, east and west</p>	<p>How can I draw different types of maps to represent a place?</p> <p>Know how to interpret and draw a range of thematic maps including using tracing overlays to show the connection between climate and vegetation belts e.g. tropical rainforest and desert zones and rainfall. Know how to make and interpret simple infographics, maps and plans using scale to represent the places they are studying.</p>



Geographical Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Physical and human geography	Physical and human geography	Physical and human geography
<p>What is the weather like in this country and other parts of the world?</p> <p>Know what weather means and different types of weather experienced in the UK including sunshine, rain (showers, drizzle), snow, sleet, hail, thunderstorms, frost, and fog.</p> <p>Know how weather is represented on maps using symbols.</p> <p>Know how to record weather over a period of a week including temperature.</p> <p>Know seasonal and daily weather patterns in the United Kingdom in terms of changes in temperature, rainfall and amount of sunshine in each of the 4 seasons.</p> <p>Know the weather in other parts of the world is not always the same as the UK and that countries along the equator do not have 4 seasons in the same way e.g. they have a dry season/rainy season.</p>	<p>How is weather connected to the water cycle and how water affects the landscape?</p> <p>Know the water cycle and how this affects the weather.</p> <p>Know examples from around the world of the damaging effects of weather e.g. flooding, tornadoes, drought</p> <p>Know how water shapes the landscape e.g. water erodes a channel for a river to flow.</p> <p>Know water can also deposit materials and create lakes.</p> <p>Know about the power of water including the sea and coastal erosion and measures to halt this such as groins and barriers to save housing e.g. those documented in East Anglia.</p> <p>Know how weather can influence human activity and effect where people live across the world for example.</p>	<p>How are biomes, vegetation belts and climate zones connected and how are they changing?</p> <p>Know about a range of global environmental issues including climate change and the impact this will have on the landscape in the long term.</p> <p>Know about solutions being put forward and some of the reasons why it is difficult to galvanize support across the world.</p> <p>Know about the negative consequences of positive action to protect the world as a factor preventing countries and individuals from making changes e.g. reducing energy consumption will mean the things we are used to having to be sacrificed or coming at a much greater cost.</p>
	<p>Why do we have volcanoes and earthquakes?</p> <p>Know what a volcano is and where they are located around the world.</p> <p>Know how volcanoes are formed and they are active, dormant or extinct. Know the destruction they can cause.</p> <p>Know how the location of earthquakes are related to the location of volcanoes and the effect of the movement of the earth's plates.</p>	<p>What is like to live in a mountainous environment?</p> <p>Know how mountains are formed in terms of continent masses colliding and where the main mountainous regions are located.</p> <p>Know how it influences human activity in those areas and what can be built in mountainous zones e.g. road networks, villages rather than cities, tourism, farming rather than heavy industry, dams for hydroelectric power</p>



Reception : History (understanding the World)

Know about members of their immediate family and community.	Know the name and how to describe people who are familiar to them.	Know how to comment on images of familiar situations in the past.	Know how to compare and contrast characters from stories, including figures from the past.	Know their place in history.
Know there is a past before they were born.	Know things were different in the past to how they are now.	Know about significant events in their life.	Know time is measured in units.	Know time has a pattern e.g. days of the week, months of the year.
Know about annual events e.g. birthdays, Christmas.	Know how time and events can be sequenced in chronological order from earliest to latest.	Know things were different in the past.	Know the vocabulary that describes time.	Know how to use information to find out about events and people in the past.
Know about significant events and people in the past.	Know historical events and people have a significant place in our history.	Know we find information by observing, measuring, comparing, using senses, reading		

Key vocabulary

Family, mother, father, cousins, grandparents, parents, memories, photographs, events, celebrations, order, next, now, past, present, earliest, latest, change, months, year, transport, homes, schools, past, artefacts, comparing, similarities, differences, old, new, time.



History Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Thinking like a historian	Thinking like a historian	Thinking like a historian
<p>Core vocabulary Know and use the following terms when studying historical sources: historical source, evidence, clues, photographs, maps, documents, eyewitness accounts, and change and time line.</p>	<p>Core vocabulary Know and use the following terms when studying historical sources: historical source, evidence, clues, interpretation, eyewitness accounts, oral evidence (first-hand experience) change, cause, effect, significance and chronology (time line).</p>	<p>Core vocabulary Know and use the following terms when studying historical sources: historical source, evidence, eyewitness accounts, oral evidence (first-hand experience, interpretation, perspective, bias, change, cause, effect, significance and chronology.</p>
<p>Asking historical questions Know when geographers learn about places, they routinely ask:</p> <ul style="list-style-type: none"> - What does this tell me about what it was like to live a long time ago? - What is the same and what is different? 	<p>Asking historical questions Know how to ask historical questions including:</p> <ul style="list-style-type: none"> - What does this tell us about what it was like to live in the past? - How do we know? - What do these clues tell me? - How and why did it change? 	<p>Asking historical questions Know how to ask historical questions including:</p> <ul style="list-style-type: none"> -What was it like to live in the past? - What does this tell us about what it was like to live in the past? - How do we know? - Why did it change? - What can we learn from the past that might be useful for the future?
<p>Historical sources Know that we know about the past by looking at a range of historic evidence (sources) including books and pictures, stories, diaries, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Historical sources Know that historical enquiry and learning about the past is about interpreting a range of historic sources including artefacts, archaeological finds, historic buildings, sites of interest, maps, documents, diaries, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries. Know an example of different versions of the same event in history, identify differences and understand that people in the past represent events or ideas in a way that persuades others e.g. Matthew's and Luke's version of the Nativity.</p>	<p>Historical sources Know 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 e.g. looking at propaganda materials from WWII from both British and Germany's perspectives. Know that people both in the past have a point of view and that this can affect interpretation and offer different accounts of history and some sources are more reliable than others are.</p>
An event within living memory	An event within living memory	An event within living memory
<p>What has happened that I can remember in my lifetime? Know about events within living memory and place them on a time line including birth, starting school, family events.</p>	<p>What can we learn from a significant national event that is within our living memory? Know about a significant national event within living memory using sources such as photographs, newspaper articles, TV clips, artwork, diaries, documents, maps, artefacts, eyewitness accounts and oral evidence. e.g. the Queens Platinum Jubilee, pandemic</p>	<p>What can we learn from a significant global event that is within our living memory? Know about a significant global event within living memory using and interpreting sources such as photographs, newspaper articles, TV clips, artwork, diaries, documents, maps, artefacts, eyewitness accounts and oral evidencing. Brexit, Climate change conference, war. Know about different perspectives and bias.</p>

History Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Local history	Local history	Local history
<p>What happened in Tolleshunt D’Arcy a long time ago? Know what it was like to live in Tolleshunt D’Arcy long ago including going to school using historical sources such as books, pictures, stories, diaries, photographs, artwork, newspaper articles, and documents including the school logbook, maps, artefacts, eyewitness accounts and oral evidence.</p>	<p>What do historical sources tell us about what Tolleshunt D’Arcy and the school was like in the past? Know about significant local events including the school, local village and local church using historical sources such as photographs, newspaper articles, artwork, documents including the school log book, diaries, maps, artefacts, eye witness accounts and oral evidence</p>	<p>What was it like to live in Tolleshunt D’Arcy during World War II? Know the reasons WWII broke out and how it affected ordinary people in cities, towns and villages. Know about life in the village including the school during World War II (1939-45) using historical such as photographs, books, pictures, newspaper articles, diaries, artwork, documents, the school log book, maps, artefacts</p>
A significant national event	A significant national event	A significant national event
<p>What do we know about the Great Fire of London? Know about the Great Fire of London including its causes and effects on people at the time using historical sources including books, pictures, stories, photographs, artwork, newspaper articles, documents, maps, artefacts recorded, eye witness accounts and diaries.</p>	<p>Why did the Romans invade and what did they leave behind? Know about the impact of the Roman invasion and its impact on Britain today. Know archaeological evidence is the main historical sources and requires interpretation and that any secondary sources such as books are an interpretation of the evidence available.</p>	<p>Why did the Romans Leave and who were the Anglo Saxons? Know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p>
	Know about Julius Caesar’s attempted invasion in 55-54 BC and British resistance for example Boudicca and the power of the Roman Empire and its army	Know about the Anglo-Saxon invasions, settlements and kingdoms: including place names and village life,
	Know about the ‘Romanisation’ of Britain: sites such as Colchester and the impact of technology, culture and beliefs, including early Christianity.	Know about the Anglo-Saxon invasions, settlements and kingdoms: including place names, village life, Anglo-Saxon art, and culture.
	A significant national event	A significant national event
	<p>How did Britain change between the Stone Age to the Iron Age? Know about changes in Britain from the Stone Age including late Neolithic hunter-gatherers and early farmers, Iron Age hill forts: tribal kingdoms, farming, art and culture, Bronze Age religion, technology and travel, for example, Stonehenge</p>	<p>How did the Anglo Saxon’s cope with Viking raids and invasion? Know about changes in Britain due to the Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Dane geld, Anglo-Saxon laws and justice and Edward the Confessor and his death in 1066</p>
	Know archaeological evidence is the main historical sources and requires interpretation and that any secondary sources such as books are an interpretation of the evidence available.	Know archaeological evidence is the main historical sources and requires interpretation and that any secondary sources such as books are an interpretation of the evidence available.





History Knowledge

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Global Legacies	Global Legacies	Global Legacies
<p>The United Kingdom</p> <p>Know about national events beyond living memory and its impact and influence on life today using historical sources including photographs, artwork, documents, maps, artefacts, oral evidence, historic buildings, museums, galleries, books, stories and the internet.</p>	<p>How does the achievements of the Ancient Greeks compare with what was happening in Britain?</p> <p>Know about ancient Greek life and achievements and their impact and influence on life today and in the context of what Britain was like at the time.</p>	<p>How does the achievements of the Ancient Egyptians compare with what was happening in Britain?</p> <p>Know about ancient Egyptian life and achievements and their impact and influence on life today and in the context of what Britain was like at the time.</p>
	Know archaeological evidence is the main historical sources and requires interpretation and that any secondary sources such as books are an interpretation of the evidence available.	Know archaeological evidence is the main historical sources and requires interpretation and that any secondary sources such as books are an interpretation of the evidence available.
People who made a difference	People who made a difference	People who made a difference
<p>A famous historical figure</p> <p>Know about the life of significant individual who has contributed to national or international achievements using historical sources including photographs, artwork, documents, maps, arttfacts, oral evidence, historic buildings, museums, galleries, books, stories and the internet.</p>	<p>How did the Victorians and Queen Victoria make a difference to life in Britain?</p> <p>Know about the life of a significant individual who has contributed to national and international turning points including Queen Victoria by interpreting historical sources including photographs, artwork, documents, maps, artefacts, oral evidence, historic buildings, museums, galleries, books, stories and the internet.</p>	<p>Why was Henry VIII known to have so many wives?</p> <p>Know about a turning point in British History and the impact Henry VIII had on the reformation during the Tudor period by interpreting historical sources including photographs, artwork, documents, maps, artefacts, oral evidence, historic buildings, museums, galleries, books, stories and the internet. Know that historical sources indicate he was in search of a son to be heir and that his marriages were unsuccessful in producing a baby boy.</p>
Significant people	Significant people	Significant people
<p>Who were Florence Nightingale and Mary Seacole?</p> <p>Know the similarities through a comparison of aspects of life from the perspective of Florence Nightingale and Mary Seacole using historical sources including photographs, artwork, documents, maps, artefacts, oral evidence, historic buildings, museums, galleries, books, stories and the internet.</p>	<p>How did British inventor contribute to national and international social justice?</p> <p>Know about the life of significant individuals who have contributed to national and international social justice by interpreting historical sources.</p>	<p>What was early Islamic life like when Mohammad was alive?</p> <p>Know about Mohammed as a significant person from an RE faith perspective (Islam) and what life was like in Early Islamic civilization.</p>