Northstar
New School

Curriculum Handbook

2022-2023

KS2

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Dear Parents/Carers,

The term has finally started! It has been an absolute pleasure to welcome all our pupils back on site for their learning at Northstar New School this academic year. The energy and engagement seen in classrooms and around school has been palpable and we are all excited to work with our pupils to develop them further in their educational journey.

Our teachers have done a brilliant job designing an exciting, ambitious and creative curriculum for our pupils— one which is diverse, innovative and accessible for all. Our curriculum offer takes a pupil-centered approach, with a focus on developing independent learners, fostering creativity and developing critical thinking skills for the 21st century learner.

We have worked tremendously hard at NorthStar to shape an ambitious and exciting curriculum for our pupils. We have sequenced the learning so that every subject starts with core basic knowledge and thinking and then goes on to explore the *best of what has been thought and said in our world*.

We have produced this guide to support you with the education of your son/daughter at Northstar. This guide will give you an overview of the topics being studied in each subject . We hope that you will use the information to ask questions of your child and explore the topics that they are studying this year. In addition to this, you can find these on our website under the curriculum area.

We hope you find the information useful. If you have any questions please direct them to the class teacher or Curriculum Leader and will be happy to support with any queries.

Yours faithfully,

M. Foley

Deputy Headteacher - Curriculum

KS2
ENGLISH

Intent

At Northstar New School, we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential.

Our aims are to

- Guide and nurture each individual on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- We want all children to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- We want all children to have a solid understanding of grammar and apply it effectively to their writing.
- We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school.
- We want every child to have a good knowledge of phonics to springboard children to becoming fluent writers.
- To plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.

Implementation

At Northstar New School, writing is taught 4x per week across the whole school. Each class studies a different high-quality text, lasting from a few weeks to a whole term depending on text type, length and year group. In KS2, this text is the same text that is studied during daily Guided Reading sessions. We passionately believe that reading and writing are inextricably linked therefore studying the text in both reading and writing sessions encourages children to make links and become empathetic and ambitious writers.

Planning and the use of progression maps ensure that a variety of genres are progressively taught and built upon both throughout the year and throughout the school.

Writing is also a key focus in the wider curriculum, especially in Big Write lessons. Children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply this learning to a topic focus.

Through the '**differentiated texts'** writing process, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches/opportunities e.g.

- Opportunities to participate in drama & spoken language activities
- Exploring the features of different text types and modelled examples (E.g. Spotting features in a WAGOLL – What a good one looks like)
- Handwriting practise
- Vocabulary practise
- Shared writing (modelled expectations)
- Discrete Spelling, Punctuation and Grammar lessons
- Independent writing
- Planning, drafting, editing, up-levelling and presenting
- Performing

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage at Northstar New School, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style.

Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

Spellings

From Year 3, classes follow a progressive spelling scheme. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

Children are also taught to

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

Impact

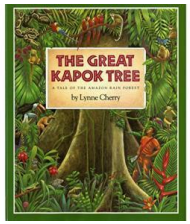
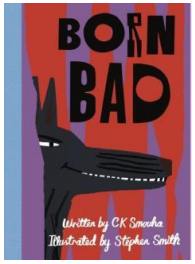
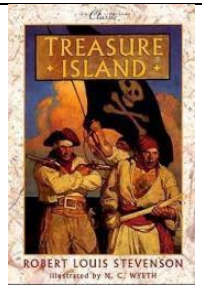
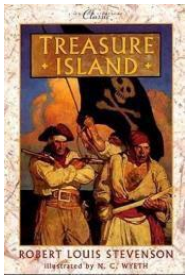
Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps.

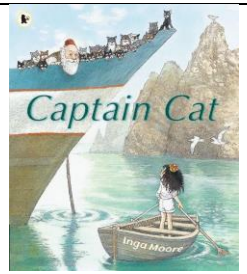
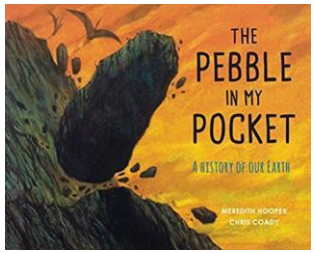
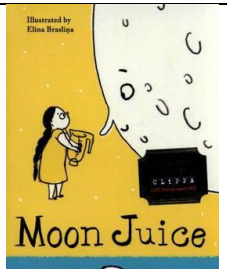
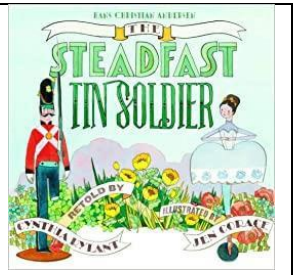
- Formative assessment grids (statements taken from progression map)
- Writing Criteria (taken from Big Write)
- Constructive marking with 'next steps' and 'modelling' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in green pen
- 4-5 pieces of '"Big Write" per term

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

KS2 Curriculum Overview – English

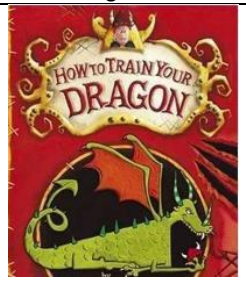
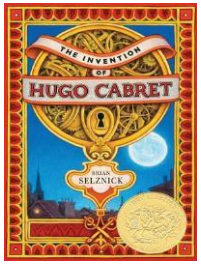
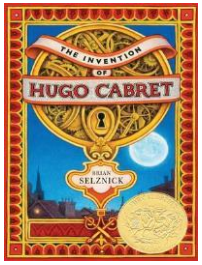
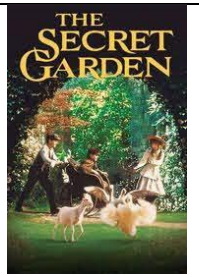
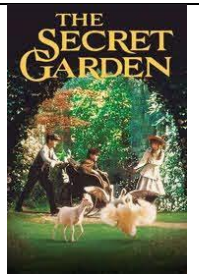
Year 3

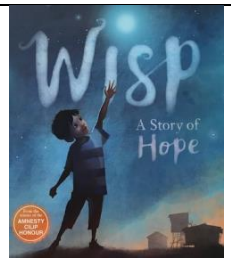
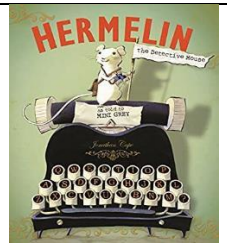
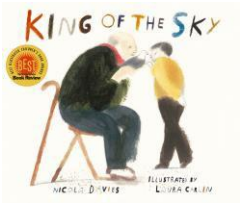
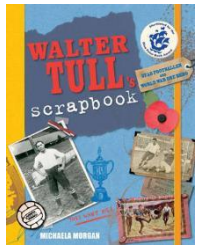
Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives:	To summarize the main ideas. To use what they have read to make inferences about a character. To predict what might happen next.	To use what they have read to make inferences about a character. To predict what might happen next.	To explain the meanings of words in context. To use what they have read to make inferences about a character. To predict what might happen next. To identify how language, structure, and presentation contribute to meaning.	To explain how meaning is enhanced through choice of words and phrases. To summarize the main ideas. To use what they have read to make inferences about a character. To predict what might happen next.	To explain the meanings of words in context. To make inferences and use evidence from the text to explain or justify.	To summarize the main ideas. To make inferences and use evidence from the text to explain or justify. To predict what might happen next. To identify and explain how meaning is enhanced through choice of words and phrases.
Core texts **(subject to change)**						

Whole class guided reading **(Subject to accommodate the interests of the child)**						
Writing	Adventure stories Information reports Monologues	Newspaper articles Play-scripts	Poetry Fantasy Fiction	Newspaper articles Fact files Recounts	Poetry Narratives Information posters	Letters Monologues Persuasive writing
GPS	Adjectives Verbs Nouns Full stops Capital letters for proper nouns Formation of nouns using prefixes Homophones and near-homophones	Conjunctions Prepositions Possessive apostrophes Paragraphs Spell using phonic knowledge and other knowledge of spelling, such as morphology and etymology	Inverted commas (or 'speech marks') Noun phrases Use of a or an Adding suffixes beginning with vowel letters to words of more than one syllable Endings like –tion - sion -ssion -cian The suffix –ous	Present tense Past tense Headings and sub- headings Year 3 / 4 spelling list The /ɪ/ sound spelt y elsewhere than at the end of words sc for the s sound	Adverbs Commas for a list Word families based on common words The /ʌ/ sound spelt ou The suffix –ation ch for the k sound ch for the sh sound	Conjunctions subordinate clause Commas The suffix –ly Words with endings - ture - sure -cher Endings which sound -tion -sion Words with the sound spelt ei, eigh, or ey
Hand writing	Pupils are taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best not joined. They are taught to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Pupils are encouraged to join handwriting throughout their independent writing. Handwriting is taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This supports their composition and spelling.					

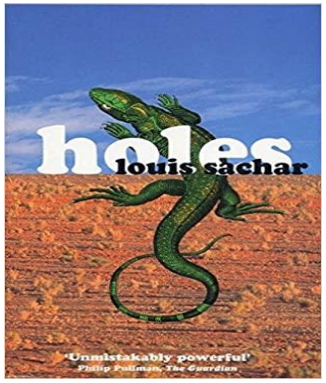
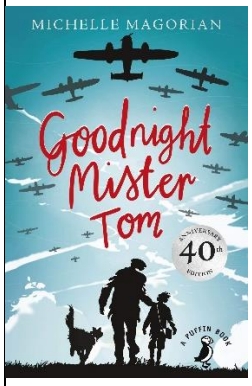
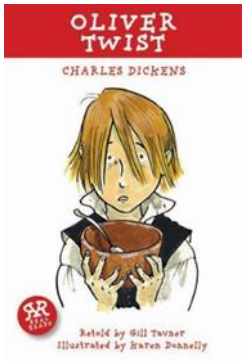
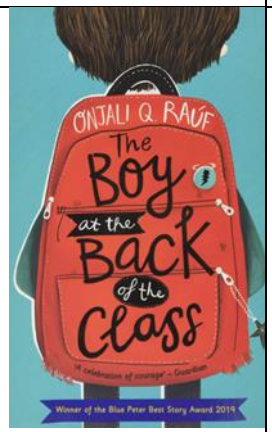
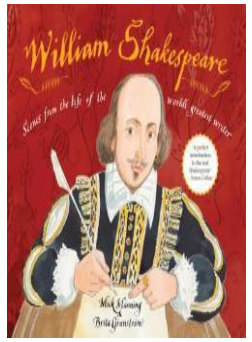
KS2 Curriculum Overview – English

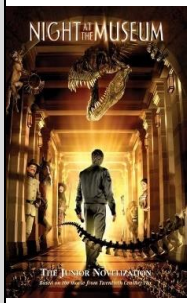
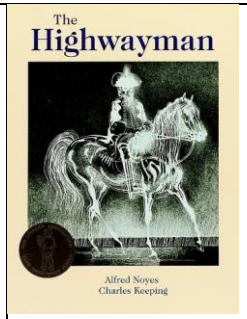
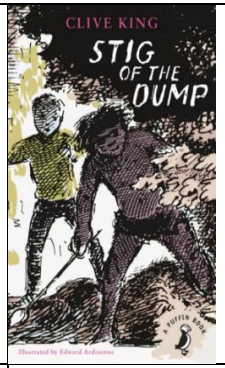
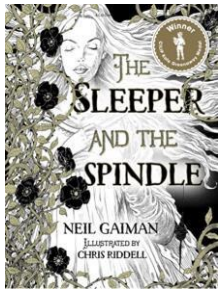
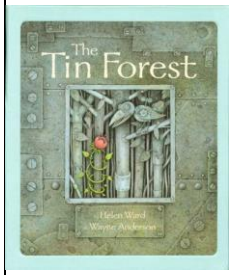
Year 4

Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives:	To give meanings of words in context. To select and retrieve information. To summarise the main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text.	To give meanings of words in context. To select and retrieve information. To summarise main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text. To identify and explain how information is related and contributes to meaning as whole.	To summarise the main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text. To identify and explain how information is related and contributes meaning as whole.	To summarise the main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text. To identify and explain how information is related and contributes meaning as whole.	To explain the meaning of words in context. To retrieve information from the text. To use what they have read to make inferences from the text. To form predictions using evidence from the text.	To explain how information or narrative content is related and contributes to meaning as a whole. To identify and explain how meaning is enhanced through choice of words and phrases. To summarise the main ideas. To use what they have read to make inferences from the text.
Core texts **(subject to change)**						

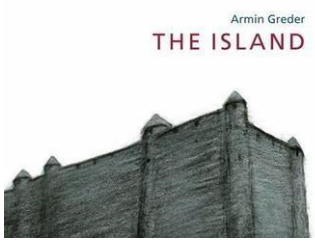
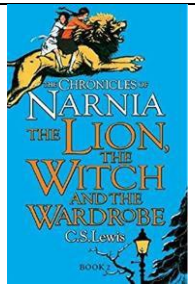
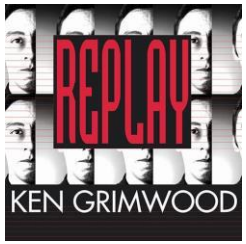
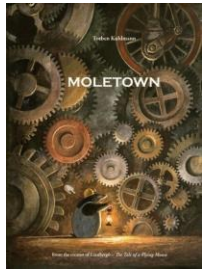
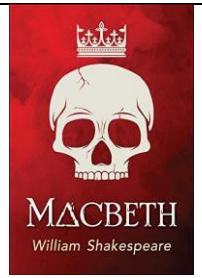
Whole class guided reading **(subject to change)**						
GPS	Commas Present tense Past tense Adjectives Homophones and near-homophones	Present tense Apostrophes for possession Paragraphs Spell using phonic knowledge and other knowledge of spelling, such as morphology and etymology The suffix –ous	Determiners Expanded noun phrases Apostrophes for contractions Pronouns Adding suffixes beginning with vowel letters to words of more than one syllable	Pronouns Possessive pronouns Determiners Noun phrases The /ɪ/ sound spelt y elsewhere than at the end of words sc for the s sound Year 3 / 4 spelling list	Adverbs Commas Present tense The /ʌ/ sound spelt ou The suffix –ation ch for the k sound ch for the sh sound	Fronted adverbials Commas to mark the adverbial The suffix –ly Words with endings -ture -sure -cher Endings which sound -tion -sion Words with the sound spelt ei, eigh, or ey Endings like –tion -sion -ssion -cian
Hand writing	Pupils are taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.		They are taught to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		Pupils are encouraged to join handwriting throughout their independent writing. Handwriting is taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This supports their composition and spelling.	
Writing	Poetry Narrative Information texts Newspaper articles	Diary entries Letters Play scripts	Narrative Play scripts Book reviews Information leaflets	Biographies Poetry Instructions Character profiles	Narrative Monologues Predictions Character description	Chronological report Balanced arguments Newspaper reports

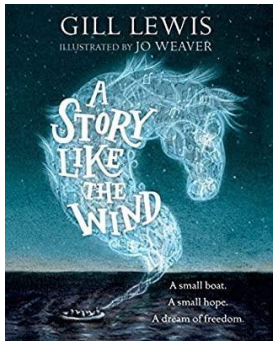
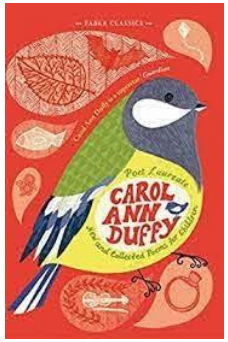
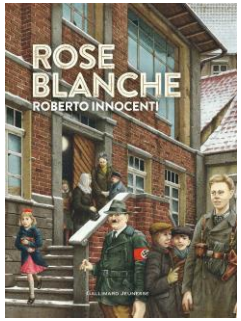
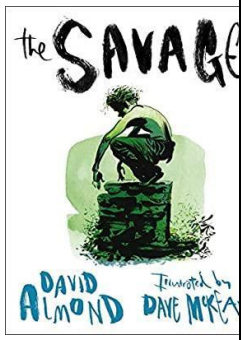
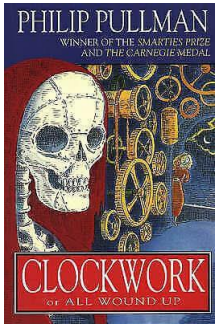
Year 5

Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives:	To explain the meaning of words in context To retrieve information To identify / explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases	To explain the meaning of words in context To retrieve information To summarize main idea from more than one paragraph To use evidence from the text to make inferences To form predictions using detail given or implied	To explain the meaning of words in context To identify / explain how meaning is enhanced through choice of words and phrases To use evidence from the text to make inferences	To identify and explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases To use evidence from the text to make inferences To form predictions using detail given or implied	To identify and explain how meaning is enhanced through choice of words and phrases To use evidence from the text to make inferences To make comparison within the text	To explain the meaning of words in context To retrieve information To identify and explain how information is related and contributes to meaning as a whole To identify and explain how meaning is enhanced through choice of words and phrases
Core texts **(subject to change due to interests of the children and level of abilities)**						

Whole class guided reading						
Writing	Diary entries Monologues Newspaper reports	Persuasive writing Letters Debates	Monologues Speeches Informative writing	Letters Diary entries	Dual narrative Poetry	Play scripts
GPS	Past tense Present tense Endings spelt –cious or –tious Endings spelt -ial	Relative pronouns Relative clause Sub-headings Words endings – ant, –ance/–ancy, – ent, –ence/–ency	Parenthesis with brackets Paragraphs Statements Words ending in – able – ible –ably –ibly	Embedded clause Parenthesis with commas Double consonant suffix words Use of the hyphen e.g. co-operate	Exclamation marks Adverbials of time, place and manner / feeling Words with ei after c Homophones and other words that are often confused	Clauses Subordinate clauses Fronted adverbials Words containing ough Words with ‘silent’ letters Year 5/6 spelling list
Hand writing	Pupils are taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.		Pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say.		The appropriate handwriting style for a particular task varies. For example, quick notes or a final handwritten version. Children are taught to use an un joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters.	

Year 6

Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives:	To make inferences from a text To explain the meaning of words in context To identify and explain how narrative content is related and contributes to meaning as a whole To explain how meaning is enhanced through choice of words and phrases	To explain the meaning of words in context To summarise main ideas To identify and explain how content is related and contributes to meaning as a whole To identify and explain how meaning is enhanced through particular words and phrases To make comparisons within a text	To explain the meaning of words in context To summarise the main ideas To make inferences from the text and explain and justify using evidence To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases To make comparisons within the text		To summarise main ideas To form predictions using the details stated and implied To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases To make comparisons within the text	To summarise main ideas To make inferences from the text and explain and justify using evidence To identify and explain how content is related and contributes to meaning as a whole To form predictions using evidence from the text To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases
Core texts **(subject to change due to interest of children and level of needs)**						

SPAG	Subject and object of a sentence Antonym Synonym Endings spelt –cious or –tious Endings spelt -ial	Active voice Passive voice Past progressive tense Present progressive tense Words endings –ant, –ance/–ancy, –ent, –ence/–ency	Semi-colons Colons Apostrophes for contractions Words ending in –able –ible –ably –ibly	Bullet points Simple past tense Double consonant suffix words Use of the hyphen. e.g. co-operate	Simple present tense Main clause Subordinate clause Words with ei after c Homophones and other words that are often confused	Modal verbs Dashes Subjunctive form Words containing ough Words with 'silent' letters Year 5/6 spelling list
Hand writing	Pupils are taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.		Pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say.		The appropriate handwriting style for a particular task varies. For example, quick notes or a final handwritten version. Children are taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters.	
Whole class guided reading						
Writing	Letter Diary entry Monologue	Persuasive writing Poetry Narrative	Monologue Narrative	Narrative Flashback	Monologue Poetry Narrative	Drama Formal letters Editing and redrafting

KS2 MATHS

Intent

When teaching mathematics at Northstar, we intend to provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future adventures. We aim to prepare them for a successful working life. We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving.

We want our children to love Maths! We want them to have no limits to what their ambitions are and grow up with secure mathematical understanding which will assist them in whichever career path they take, as well as in their daily lives. In order to successfully deliver a structured, rich curriculum with a clear progression of skills, we follow the statutory requirements of the National Curriculum for mathematics. At Northstar New School, our approach to teaching mathematics is intended to support all of our children in becoming young, confident mathematicians; prepare them for their next stage of mathematical learning at secondary school, and to be able to apply their mathematical knowledge in everyday situations in order to be successful in life beyond school. We intend to do this, on a daily basis, through developing all children's fluency in all areas of the mathematics national curriculum; providing opportunities to reason mathematically; and also develop children's using and applying skills when solving increasingly more complex problems involving a range of mathematical knowledge.

Implementation

- Mathematics is taught on a daily basis throughout the school. Each class in KS2 provide a minimum of 1 hour of mathematics per day.
- The use of White Rose medium term planning is adapted to create a bespoke curriculum designed to meet the needs of our children and to allow for opportunities for revisit and retention, ensuring full coverage of the national curriculum for mathematics and providing a broad and balanced spread of all areas of the curriculum. Teachers are confident to manipulate this planning in the short term in order to meet the needs of all of our children.
- Using Classroom Monitor, the teaching of mathematics year to year builds progressively on the skills taught in previous year groups.
- On a daily basis, children, regardless of their ability, in KS2 are provided with opportunities to become more fluent in their learning, to reason mathematically and to solve a range of problems. This is done using a range of sources such as White Rose Maths, Collins Busy Ants, and interactive online activities (Education City).
- Calculation practice is provided regularly through basic skills starter activities to ensure children's fluency in calculation methods is embedded.
- Learning is differentiated to meet the needs of the children within the class whilst still providing each child with the opportunity to achieve the learning intentions to meet the expectations of their year group.
- A clear success criteria is given to children so they understand the steps involved in becoming successful in their learning.
- Opportunities to collaborate in pairs or small groups are given regularly so children can learn from and support each other.
- Opportunities for peer and self-assessment are provided weekly so children are given instant feedback in their learning.
- Quality first teaching is provided throughout the school along with effective teacher modelling along with effective assessment for learning to make sure children are moved on in their learning or supported when finding it difficult
- Cross-curricular links are provided when opportunities arise, particularly through the use of Computing.
- Mathematics 'working walls' are in each classroom to provide key information and vocabulary with modelled examples to support learning. The WOW wall showcases children's work to give a sense of pride.

Impact

Our teaching of, and curriculum for, mathematics will lead to outstanding progress over time across all key stages relative to each individual child's starting point. It is designed to prepare children for their future in and outside of education so they can become successful in whatever they pursue by leaving our school at least at or close to the expected standard for their age. Our rich and broad mathematics curriculum aims to make the children enthusiastic about learning mathematics and gain an understanding of its importance in everyday life.

Our primary planning tool and long term plans are based upon the White Rose Maths schemes of work.

Maths is a key part of any child's learning and a solid grasp of key mathematical concepts at primary school can set a child up as a confident and accurate mathematician for life. We follow the White Rose Maths mastery approach to learning, enabling children to develop a deep, long-term and adaptable understanding of the subject. 'Teaching for Mastery' describes the elements of classroom practice and school-wide organisation that combine to best support the children in their learning - fluency, reasoning and problem solving. By achieving mastery, a child develops a secure understanding of each mathematical concept, readying them to move on to more complex and advanced material. We also use the Small Steps Approach in order to secure those that struggle with their basic maths skills to enable them to move on and close any gaps they may have.

YEAR 3 - WHITE ROSE

Autumn

Number – Place Value

Number – Place Value

Identify, represent and estimate numbersusing different representations.

Find 10 or 100 more or less than a given number

Recognize the place value of each digit in athree-digit number (hundreds, tens, ones).

Compare and order numbers up to 1000

Read and write numbers up to 1000 in numerals and in words.

Solve number problems and practical problems involving these ideas. C**ount from 0 in multiples of** 4, 8, **50 and 100**

Number – Addition and Subtraction

Number – Addition and Subtraction

Add and subtract numbers mentally, including: a three-digit number andones; a three-digit number and tens; a three digit number and hundreds.

Add and subtract numbers with up to three digits, using formal writtenmethods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to checkanswers.

Solve problems, including missing number problems, using number facts,place value, and more complex addition and subtraction.

Number – Multiplicationand Division

Number – Multiplication and Division

Count from 0 in multiples of 4, 8, 50 and 100

Recall and use multiplication and division facts for the 3, 4and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tablesthey know, including for two-digit numbers times one-digitnumbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems inwhich *n* objects are connected to *m* objectives.

Consolidation

Spring

Number - Multiplicationand Division

Number – multiplication and division

Recall and use multiplication and division factsfor the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statementsfor multiplication and division using the multiplication tables they know, including fortwo-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems inwhich *n* objects are connected to *m* objectives.

Measurement:Money

Measurement – money

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

Statistics

Interpret and present data using bar charts, pictogramsand tables.

Solve one-step and two-step questions [for example, 'Howmany more?' and 'How manyfewer?'] using information presented in scaled bar charts and pictograms and tables.

Measurement: length andperimeter

Measurement – length and perimeter

Measure, compare, add and subtract: lengths(m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2D shapes.

Number –Fractions

Number – fractions

Count up and down in tenths;recognize that tenths arise from dividing an object into 10 equal parts and in dividingone-digit numbers or quantities by 10

Recognize and use fractions asnumbers: unit fractions and non-unit fractions with small denominators.

Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with smalldenominators.

Solve problems that involveall of the above.

Consolidation

Summer

Number – fractions

Number – fractions

Recognise and show, using diagrams, equivalent fractions with small denominators.

Compare and order unit fractions, and fractions with the same denominators.

Add and subtract fractions with the same denominator within one whole [for example,

5 1 6
+ =]
7 7 7

Solve problems that involve all of the above.

Measurement:Time

Measurement – time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

Estimate and read time with increasing accuracy to the nearest minute.

Record and compare time in terms of seconds, minutes and hours.

Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – Properties ofShapes

Geometry – properties of shape

Recognise angles as a property of shape or a description of a turn.

Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Draw 2-D shapes and make 3-D shapes using modelling materials.

Recognise 3-D shapes in different orientations and describe them.

Measurement : Mass and Capacity

Measurement – mass and capacity

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Consolidation

YEAR 4 - WHITE ROSE

<table>
<tr>
<td>Autumn</td>
<td colspan="2">Number – Place Value

<u>Count in multiples of</u> 6, 7, 9. <u>25 and 1000.</u>

Find 1000 more or less than a given number.

Recognise the place value of each digit in a four digit number(thousands, hundreds, tens and ones)

Order and compare numbers beyond 1000

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000

Solve number and practical problems that involve all of theabove and with increasingly large positive numbers.

Count backwards through zero to include negative numbers.

Read Roman numerals to 100 (I to C) and know that over time,the numeral system changed to include the concept of zero and place value.</td>
<td>Number- Addition andSubtraction
Add and subtract numbers with up to 4 digitsusing the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to checkanswers to a calculation.

Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</td>
<td>Measurement- Length andPerimeter
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters
Convert between different units of measure [forexample, kilometer to meter]</td>
<td>Number- Multiplicationand Division
Recall and use multiplication and division facts for multiplication tables up to 12 × 12.

<u>Count in multiples of 6, 7, 9.</u> 25 and 1000

Use place value, known and derived facts tomultiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

<u>Solve problems involving multiplying and adding, including using the distributive lawto multiply two digit numbers by one digit</u>,integer scaling problems and harder correspondence problems such as n objectsare connected to m objects.</td>
</tr>
<tr>
<td>Spring</td>
<td>Number- Multiplicationand Division
Recall and use multiplication and division facts for multiplication tables up to 12 × 12.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Recognize and use factor pairs and commutativity in mental calculations.
Multiply two digit and three digit numbers by a one digit number using formal written layout.
Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</td>
<td>Measurement- Area
<u>Measurement-Area</u>
Find the area of rectilinear shapesby counting squares.</td>
<td colspan="2">Fractions
Recognize and show, using diagrams, families of common equivalent fractions.

Count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundredand dividing tenths by ten.</td>
<td>Decimals
Recognize and write decimal equivalents of any number of tenths or hundredths.

Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Convert between different units of measure [for example, kilometre to metre]</td>
</tr>
</table>

Summer	**Decimals** Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths	**Measurement-Money** Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.	**Time** Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	**Statistics** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	**Geometry- Properties of Shape** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.	**Geometry Position Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.

YEAR 5 – YEARLY OVERVIEW

WHITE ROSE MATHS

Autumn	**Number – Place Value** Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	**Number – Additionand Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context ofa problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operationsand methods to use and why.	**Statistics** Solve comparison, sum anddifference problems using information presented in a line graph. Complete, read and interpretinformation in tables including timetables.	**Number – Multiplicationand Division** Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs ofa number, and common factors oftwo numbers. Recognise and use square numbers and cube numbers andthe notation for squared (^{2}) and cubed (^{3}) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squaresand cubes. Know and use the vocabulary of prime numbers, prime factors andcomposite (non-prime) numbers. Establish whether a number up to100 is prime and recall prime numbers up to 19.	**Perimeter andArea** Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2, m2 estimate the area of irregular shapes.

Spring	**Number – Multiplicationand Division** Multiply and divide numbers mentallydrawing upon known facts. Multiply numbers up to 4 digits by a oneor two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a onedigit number using the formal written method of short division and interpretremainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and divisionand a combination of these, including understanding the use of the equals sign.	**Number – Fractions** Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognize mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number Add and subtract fractions with the same denominator and denominators that are multiples ofthe same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.			**Number – Decimals & Percentages** Read, write, order and compare numbers with up to three decimal places. Recognize and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places.
Summer	**Number – Decimals** **Recognize the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.** **Solve problems which require knowing percentage and decimal fractions with a denominator of a multiple of 10 or 25.** **Solve problems involving number up to three decimal places.** **Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.** **Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.**	**Geometry- Properties ofShapes** **Identify 3D shapes, including cubes and othercuboids, from 2D representations.** **Use the properties of rectangles to deduce related facts and find missing lengths and angles.** **Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.** **Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.** **Draw given angles, and measure them indegrees (o)** **Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight lineand ½ a turn (total 180o) other multiples of 90o**	**Geometry-Position and Direction** **Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.**	**Measurement- Converting Units** **Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]** **Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.** **Solve problems involving converting between units of time.**	**MeasuresVolume** **Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]** **Use all four operations to solve problems involving measure.**

YEAR 6 - YEARLY OVERVIEW

White Rose Maths

Autumn	**Number- PlaceValue** Read, write, order and compare numbers up to 10,000,000 and determinethe value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve all of the above	**Number- Addition, Subtraction,Multiplication and Division** Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.	**Fractions** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	**Geometry- Position andDirection** Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Spring	**Number-Decimals** Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.	**Number- Percentages** Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Problem solving**	**Number-Algebra** Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	**Measurement Converting units** **Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.** **Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.** **Convert between miles and kilometers.**	**Measurement Perimeter, Area and Volume** Recognise that shapes with the same areas can have different perimeters and vice versa. Recognize when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3)	**Number- Ratio** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Investigations**
Summer	**Geometry- Properties ofShapes** **Draw 2-D shapes using given dimensions and angles.** **Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.** **Recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.**		**Statistics** **Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.** **Interpret and construct pie charts and line graphs and use these to solve problems.** **Calculate the mean as an average.**			

KS2 SCIENCE

Intent:

At Northstar New School, Science should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Science; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for the children to develop a love of Science. Furthermore, we aim to inspire in pupils a curiosity and fascination about the natural and man-made world and a respect for the environment that will remain with them for the rest of their lives. This include the lesson they complete in the classroom but also the other experiences they are offered, such as educational visits, residentials and enrichment days.

The aims of teaching Science in our school are to:

- Equip children to use themselves as starting points for learning about Science, and to build on their enthusiasm and natural sense of wonder about the world
- Develop through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and hypothesizing, and increased use of precise measurement skills and ICT
- Encourage and enable pupils to offer their own suggestions, and to be creative in their approach to science, devising their own invitations and taking lines of enquiry in a way that interests them
- Gain enjoyment from their scientific work
- Enable children to develop their skills of co-operation through working with others, and to encourage where possible, ways for children to explore science in forms which are relevant and meaningful to them
- Teach scientific enquiry through contexts taken from the National Curriculum for science
- Encourage children to collect relevant evidence and to question outcome and to build resilience to persevere as it is likely they will need to repeat results or will encounter unexpected results that do not support their hypothesis
- Encourage children to treat the living and non-living environment with respect and sensitivity
- Stress the need for personal and group safety by the correct usage and storage of resources
- To critically question the world around them
- To enable children to appreciate that we do not always know the answers when carrying out scientific enquiry as the world around them is continually changing and developing
- Equip children with the language to be able to discuss their learning and confidently explain their scientific understanding in small groups

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

Children may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

IMPLEMENTATION

To ensure high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. Science is taught in discrete lessons for at least 1 hour in Key Stage 2 and Key Stage 3. We ensure that teachers have the same expectations during science lessons that they would have when teaching English or Mathematics and that any mathematical task (such as measuring or drawing graphs) is pitched at an age-appropriate level to ensure sufficient challenge. It is vital that any mathematical or English barriers should not impede a child's scientific learning, thus meaning dialogic learning is a central part to our Science teaching.

The Science curriculum at NNS is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document, which incorporates Working Scientifically. When teaching Science, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers should assess children's prior knowledge and understanding to ensure work is pitched at the correct level. A variety of teaching approaches are used based on the teacher's judgement. Teaching key subject specific vocabulary is also a key part out science curriculum. The vocabulary children will need for that unit are identified on the school's progression document and this builds upon the vocabulary they have learnt in earlier years. The key vocabulary will be identified in the vocabulary dozen on the children's knowledge organizers.

Science assessment is based on teacher's assessment of children. This is then reported on the school's assessment document and the percentage of children working at, above and below the expected standard are identified. At the end of a unit, teachers will identify if a child is working at the expected standard for that objective.

Science provides excellent opportunities to enhance the learning of more able pupils through planning lines of enquiry, asking opened ended problems, analyzing results and drawing conclusions based on scientific findings.

At Northstar New School, we provide a variety of opportunities for Science learning inside and outside the classroom. Learning outside of the classroom setting, is an essential part to learning Science. It is essential children observe and immerse themselves in their local environment to apply their learning practically to real-life situations.

IMPACT:

Within science, we strive to create a supportive and collaborative ethos for learning by providing opportunities for children to question and investigate to discover answers for themselves and take their learning in a direction they are interested in.

Our science curriculum is well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught
- Marking of written work in books
- Using dialogic learning tasks to assess children's understanding
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice)
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- External moderation of children's work at the end of each Key Stage
- Annual reporting of standards across the curriculum to parents

The SLT will continually monitor the impact the teaching of science is having on the children's learning through book scrutinies to ensure the progress of knowledge and skills are being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

SCIENCE – YEAR 3 2022-23	
AUTUMN TERM	
Pupils will have the opportunity to develop the following skills; **Working scientifically:** • **ask relevant questions and use different types of scientific enquiries to answer them.** • **set up simple practical investigations, compare things and make fair tests.** • **make organised and careful observations and take accurate measurements using the right units using a range of equipment including thermometers and data loggers.** • **gather, record, sort and present data in a variety of ways to help in answering questions.** • **record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.** • **report findings from investigations, including explaining by talking and writing about them, displaying or presenting results and conclusions.**	**Pupils will have the opportunity to develop their knowledge about:** **ROCKS** • **compare different types of rocks** • **make systematic and careful observations** • **group rocks based on their properties** • **explain how fossils are formed** • **explain Mary Anning's contribution to** • **palaeontology.** • **explain how soil is formed** **Animals including humans** • **sort foods into food groups and find out about the nutrients that different foods provide** • **explore the nutritional values of different foods by gathering information from food labels** • **sort animal skeletons into groups, discussing patterns and similarities and differences.** • **investigate an idea about how the human skeleton supports movement.** • **explain how bones and muscles work together to create movement** • **design and carry out my own investigation.**
SPRING TERM-Year 3	
Working scientifically – pupils will have the opportunity to develop the following skills: • ask relevant questions and use different types of scientific enquiries to answer them. • set up simple practical investigations, compare things and make fair tests. • make organised and careful observations and take accurate measurements using the right units using a range of equipment including thermometers and data loggers. • gather, record, sort and present data in a variety of ways to help in answering questions. • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • report findings from investigations, including explaining by talking and writing about them, displaying or presenting results and conclusions	**Forces and Magnets** - pupils will have the opportunity to develop their knowledge about: • identify the forces acting on objects • Investigate how a toy car moves over different surfaces. • sort magnetic and non-magnetic materials • investigate the strength of magnets. • explore magnetic poles. • observe how magnets attract some materials **Light** • recognise that I need light to see things, and that dark is the absence of light**.** • investigate which surfaces reflect light**.** • use a mirror to reflect light and explain how mirrors work. • know that light from the sun can be dangerous and that there are ways we can protect our eyes. • investigate which materials block light to form shadows. find patterns when investigating how shadows change size.
SUMMER TERM Year 3	
Working scientifically – pupils will have the opportunity to develop the following skills: ask relevant questions and use different types of scientific enquiries to answer them. set up simple practical investigations, compare things and make fair tests. make organised and careful observations and take accurate measurements using the right units using a range of equipment including thermometers and data loggers. gather, record, sort and present data in a variety of ways to help in answering questions. record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	**Plants** • Pupils will have the opportunity to develop their knowledge of**:** • name the different parts of flowering plants and explain their jobs. • set up an investigation to find out what plants need to grow well • record my observations • present the results of my investigation using scientific language. • investigate how water is transported in plants • name the different parts of a flower and explain their role in pollination and fertilisation • understand and order the stages of the life cycle of a flowering plant.

SCIENCE – YEAR 4 2022-23	
AUTUMN TERM	
Pupils will have the opportunity to develop the following skills; **Working scientifically: (Electricity)** • Children can group and classify things (appliances) and record their findings using labelled diagrams. • Children can use a range of (electrical) equipment and record findings using labelled diagrams. • Children can make predictions, use a range of (electrical) equipment and draw simple conclusions from their results. • With some guidance, children can decide how to set up a simple practical enquiry, make predictions and draw simple conclusions from their results. • Children can report and present their results and conclusions to others in oral forms. • Children can use straightforward scientific evidence to answer questions and identify similarities, differences, patterns and changes relating to simple scientific ideas and processes. **Working scientifically: (Animals Including Humans)** • **Distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry.** • **setting up an enquiry or test to understand what causes tooth decay** • **by observing the changes that occur in their enquiry or test.** • **presenting findings, making predictions and raising questions about results.** • **construct and interpret a variety of food chains, identifying producers, predators and prey**	Pupils will have the opportunity to develop their knowledge about: **Electricity** • classify and present data, identifying common appliances that run on electricity. • identify circuit components and build working circuits. • investigate whether circuits are complete or incomplete. • investigate which materials are electrical conductors or insulators • explain how a switch works in a circuit, build switches, and report my findings. • discuss and solve problems about electricity using reasoning skills. **Animals including humans** • identify and name parts of the human digestive system. • explain the functions of the digestive system • use scientific evidence to answer questions • identify the types and functions of teeth • identify similarities and differences related to scientific ideas. • ask scientific questions and choose a scientific enquiry to answer them • create an enquiry or test • make careful observations, appropriately record my results and use them to develop further investigations. • construct and interpret food chains
SPRING TERM Year 4	
Working scientifically - **Living things and their Habitat**– pupils will have the opportunity to develop the following skills: • sorting living things into a range of groups • using a range of methods to sort and group living things. • generating questions to sort vertebrates in a classification key. • identifying vertebrates by their similarities and differences. • using keys to identify invertebrates found in the local environment. • explaining how they have identified an invertebrate. • creating classification keys • creating tables and keys showing the characteristics of living things. • identifying changes and dangers in the local habitat. • recording observations on a map and in a table. • learning about environmental dangers and endangered species. • writing about and orally presenting findings from research.	**Living things and their Habitat** - pupils will have the opportunity to develop their knowledge about: • group living things in a range of ways • use a range of methods to sort living things. • generate questions to use in a classification key. • identify vertebrates by observing their similarities and differences • use a key to identify invertebrates • use evidence to identify an invertebrate • create a classification key • show the characteristics of living things in a table and a key. • recognise positive and negative changes to the local environment • record my observations in different ways • describe environmental dangers to endangered species • present my findings orally and in writing **Sound** • **Explain how sound sources vibrate to make sounds.** • **Explain how vibrations change when the loudness of a sound changes.** • **Explain how sounds travel to reach our ears.** • **Describe the pitch of a sound.** • **Describe patterns between the pitch of a sound and the features of the object that made the sound.** • **Explain how sound travels through a string telephone.** • **Identify the best material for absorbing sound.** • **Create a musical instrument that can play high, low, loud and quiet sounds.** • **Make observations and conclusions.** • **Be able to answer questions based on their learning**

Working scientifically - **Sound** – pupils will have the opportunity to develop the following skills • identifying and explaining sound sources around school. • performing a dramatization of how sounds travel. • exploring how high and low sounds are created. • exploring and creating musical instruments, and explaining how they change pitch • exploring how sounds change over distance. • making string telephones. • investigating the best material for absorbing sound. making a musical instrument and explaining how it works.	
SUMMER TERM Year 4	
Working scientifically –States of matter- pupils will have the opportunity to develop the following skills: Sort materials into solids, liquids and gases. • Explain that heating causes melting, and cooling causes freezing. • Identify the melting and freezing point of water. • Describe evaporation and condensation using practical examples. • Describe the effect of temperature on evaporation referring to their investigation. • Identify the stages of the water cycle. • Predict what will happen in an investigation. • Make observations.	**States of matter:** • sort and describe materials • investigate gases and explain their properties • investigate materials as they change state • explore how water changes state • investigate how water evaporates • identify and describe the different stages of the water cycle.

SCIENCE – YEAR 5 2022-23	
AUTUMN TERM	
Pupils will have the opportunity to develop the following skills; Working scientifically: • Plan enquiries, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas Identify scientific evidence that has been used to support or refute ideas or arguments.	Pupils will have the opportunity to develop their knowledge about: **Earth and Space** • To describe the Sun, Earth and Moon as approximately spherical bodies • To describe the movement of the Earth relative to the Sun in the solar system. • To describe the movement of the Moon relative to the Sun. • To use the idea of Earth's rotation to explain day and night. **Animals including humans** • To describe the changes as humans develop to old age. NB – Send note to Parents before teaching puberty **Living things and their habitats** To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
SPRING TERM- Year 5	
Working scientifically – pupils will have the opportunity to develop the following skills: • Plan enquiries, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision • Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests • Use simple models to describe scientific ideas Identify scientific evidence that has been used to support or refute ideas or arguments	**Properties of Materials (and reversible changes)** - pupils will have the opportunity to develop their knowledge about: • Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • How some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Solids, liquids and gases and decide how mixtures might be separated, including through filtering, sieving and evaporating • Comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • How dissolving, mixing and changes of state are reversible changes • Absorbency of materials **Living things and their habitats -** pupils will have the opportunity to develop their knowledge about: • Life processes and reproduction of plants: Germination, Growth, Fertilisation, Seed production, Seed dispersion

SUMMER TERM- Year 5	
Working scientifically – pupils will have the opportunity to develop the following skills: • Plan enquiries, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas Identify scientific evidence that has been used to support or refute ideas or arguments.	**Pupils will have the opportunity to develop their knowledge of:** **Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • Working scientifically project on the weight of school bags or friction of shoes on different surfaces. Properties of Materials (and irreversible changes) • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

SCIENCE – YEAR 6 2022-23	
AUTUMN TERM	
Pupils will have the opportunity to develop the following skills; Continue building on the Year 5 Working Scientifically skills and include: • Ask questions and develop lines of enquiry based on observations. • Make predictions using scientific knowledge and understanding. • Plan and design investigations and experiments to make observations and test predictions. • Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. • Select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely. • Make and record observations and measurements using a range of methods for different investigations. • Evaluate the reliability of methods and suggest possible improvements. • Present observations and data using appropriate methods, including tables and graphs.	Pupils will have the opportunity to develop their knowledge about: **Living things and their habitats (Classification)** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics. **Animals including Humans (Organ Systems)** • Describe the ways in which nutrients and water are transported within animals, including humans. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Working scientifically project on effect of exercise on pulse/ breathing rate.
SPRING TERM – Year 6	
Pupils will have the opportunity to develop the following skills; Continue building on the Year 5 Working Scientifically skills for KS2 and include: • Ask questions and develop lines of enquiry based on observations. • Make predictions using scientific knowledge and understanding. • Plan and design investigations and experiments to make observations and test predictions. • Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. • Use classification keys. • Select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely. • Make and record observations and measurements using a range of methods for different investigations. • Evaluate the reliability of methods and suggest possible improvements. • Present observations and data using appropriate methods, including tables and graphs.	Pupils will have the opportunity to develop their knowledge about: **Light** • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (only for series circuits) Use recognised symbols when representing a simple circuit in a diagram.

SUMMER TERM – Year 6	
Working scientifically – pupils will have the opportunity to develop the following skills: Continue building on the Year 5 Working Scientifically skills and include: • Ask questions and develop lines of enquiry based on observations. • Make predictions using scientific knowledge and understanding. • Plan and design investigations and experiments to make observations and test predictions. • Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. • Select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely. • Make and record observations and measurements using a range of methods for different investigations. • Evaluate the reliability of methods and suggest possible improvements. • Present observations and data using appropriate methods, including tables and graphs.	Pupils will have the opportunity to develop their knowledge of: **Evolution and Inheritance (Fossil Record)** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago **Evolution and Inheritance (Adaptation and Evolution)** • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

PSHE

Intent:

At Northstar New School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. We have a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, Governors and the local community. We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever-changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) are central to our school's ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. Personal, Social, Health and Economic (PSHE) education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education is taught as a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Further it can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The aims of teaching PSHE, SMSC and Emotional Wellbeing in our school are:

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

· Accurate and relevant knowledge.

· Opportunities to turn that knowledge into personal understanding.

· Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.

· The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

Children may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory; the DfE has, however, stated in the National Curriculum Framework that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. However, the Government has since decided that from September 2020 RSE (Relationships and Sex Education) will be compulsory in all Primary schools.(Parents will still have the opportunity to withdraw their child from SE if they wish to do so) In the absence of a government programme of study we have drawn on guidance from the PSHE Association in revising our Curriculum Framework for PSHE to ensure that it meets the needs of our pupils in today's changing society. The Framework identifies the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support children's spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing, citizenship and physical education; and is taught as a spiral programme based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

Core theme 1: Health and Wellbeing In Key Stages 2and 3, pupils are taught:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

Core theme 2: Relationships In Key Stages 2 and 3, pupils are taught:

· How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.

- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World In Key Stages 2 and 3 pupils focus on 'economic wellbeing and being a responsible citizen' and are taught:

- About respect for the self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives
- A basic understanding of enterprise.

Emotional Wellbeing:

At *Northstar New School*, we aim to promote positive Mental Health for every member of our school community including, staff, pupils and families.

We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

Impact:

Our school uses the PSHE Association's three core themes as the basis for curriculum planning . PSHE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum. Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Assemblies of Celebration
- Group Processing
- Drama and music activities and productions
- Social and fund-raising events
- Theme days/events, for example, World Book Day, Subject days , Sports Relief, Children in Need.
- Charity events
- Leadership opportunities, for example Pupil Voice, Reading Buddies, Learning Mentors

Special Educational Needs:

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Spiritual, Moral, Social & Cultural Development:

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.

· A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.

- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

We measure the impact of our curriculum through the following methods:

In PSHE education there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships. Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets. Teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education should be recorded and reported to parents as part of the child's annual school report.

PSHE Curriculum Overview – KS2

	Relationships		Health and Wellbeing		Living in the wider world	
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half term 5**	**Half term 6**
Year 3	Recognising feelings in others & understanding body language Responding to different viewpoints Resolving conflict Being assertive	Resisting pressure from others Taking responsibility for behaviour Learning styles Planning to reach a goal	Differences: male and female Personal Space & Touch Family Differences Gender roles at home and school Feeding the family	Why People Smoke Physical effects of smoking No Smoking Being physically active	Staying safe Our community in the media Organisations which help our community Rubbish and recycling	Ways to pay Lending and borrowing Earning money Jobs Other people's lives around the world
Year 4	Emotional barriers to learning Coping with disappointment Developing resilience Celebrating each other's strengths	Different types of relationships When relationships go wrong Losing someone we care about Protecting against cyberbullying	Growing & Changing What is puberty? Puberty changes and reproduction Changes in relationships at home Being Active	Habits and self-control Effects of Alcohol Alcohol and risk Limits to drinking alcohol Choosing the right health service	Housing needs and wants Home is.. R&R at home Celebrations in different cultures Accepting differences	Keeping records Using accounts to keep money safe What are charities? Rules & responsibilities in society
Year 5	Welcoming & belonging Teamwork Giving praise and positive feedback Raising concerns and helping friends in need	Importance of anger management Consequences of teasing and bullying Understanding embarrassment Forgiveness and friendships	Talking about puberty Male and female changes Puberty and hygiene Body image and the media Positive physical and emotional health	Legal and illegal drugs (including tobacco and alcohol) Attitudes to drugs Peer Pressure Healthy lifestyle choices: judging risk	Changing schools Different communities Democracy, government and politics Negotiation and debating skills Campaigns and media influence	Schools abroad Foreign currency What influences spending? Saving money
Year 6	**Celebrating achievements and making future plans** **Resilience and perseverance** **Different viewpoints**	**Managing overwhelming feelings** **Assertiveness** **Accepting our part in a conflict** **Communication in relationships (including online safety)**	**Puberty & reproduction** **Understanding relationships** **Conception & Pregnancy** **Health services** **Healthy families and nutrition**	**Cannabis** **VSA, Getting help and First Aid** **Help, advice and support** **Managing stress: my leisure time**	**Inequalities** **Housing** **Helping others - at home, at school and in the community** **Local and global communities**	**Effects of economic choices** **Debt and risk** **Enterprise** **Responsibilities at secondary school** **Safer journeys**

HISTORY

History Intent:
At Northstar New School history education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England).
History teaching at NNS has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.
The aims of teaching history in our school are:
• to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
• to enable children to know about significant events in British history and to appreciate how things have changed over time;
• to develop a sense of chronology;
• to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
• to understand how Britain is part of a wider European culture and to study some aspects of European history;
• to have some knowledge and understanding of historical development in the wider world;
• to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
• to develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers
Children may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Northstar , we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The history curriculum at NNS is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their history lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching history, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. History teaching focuses on enabling children to think as critically. A variety of teaching approaches are used based on the teacher's judgement.

History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

At Northstar New School we provide a variety of opportunities for history learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. The children have had many opportunities to experience history on educational visits. The children have explored local museums and had visitors into school to share history learning and have hands on experiences.

Impact:

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry- based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our history curriculum is well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Year 3			
In Year 3, children will learn about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain, both in the short term and to the present day. In addition to this focus on British history, children will study the achievements, beliefs and legacy of one of the earliest civilizations - Ancient Egypt.			
Unit	**Changes in Britain from the Stone Age to the Iron Age**	**Ancient Egypt**	**The Roman Empire BC 55- AD 60: Invasion, Settlement and Resistance in Britain**
Concept	**Continuity and Change**	**Similarity and Difference**	**Historical Significance**
Threads	Technological advancement	Legacy and Technological advancement	Empire, Societal and cultural change, Legacy, Invasion and Settlement
NC	*Changes in Britain from the Stone Age to the Iron Age.* *Develop the appropriate use of historical terms.* *Regularly address and sometimes devise historically valid questions.*	*A depth study of Ancient Egypt.* *They should understand how our knowledge of the past is constructed from a range of sources.* *They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.*	*The Roman Empire and its impact on Britain* *Continue to develop chronologically secure knowledge of history* *Establish clear narratives within and across periods studied*
Overview	In this unit, we will learn that people have been living in Britain for a very long time. We will learn about the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. Copper, then bronze and finally iron started to be used to make weapons and tools. By the Iron Age, the Celts built hill forts for protection from their enemies.	In this unit, we will travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. We will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. We will use our geographical skills to map the area inhabited by the civilization to understand the importance of the River Nile as a water supply and for providing fertile farming lands. Our learning will be brought to life by a trip to the British Museum to marvel at the rich array of primary sources archaeologists have discovered that give us so much information about what daily life was like in the period. We will consider similarities and differences with other places in the Stone Age.	Having explored the developments in *Britain* from the Stone Age to the Iron Age, this unit helps us to understand that during the same period, in *Italy*, the Roman Empire had started to flourish. We will begin by learning about the successful invasion led by Emperor Claudius in AD 43. Having become the dominant power in the Mediterranean, the Romans realised that a bigger empire would bring ever-greater treasures so they decided to invade Britain. To understand the success of this invasion we will study the development of the Roman army into the most efficient and effective force the ancient world had ever seen. We will return to the Celts to examine their resistance and will conclude this unit by considering the lasting legacy of the Roman empire in Britain.
Historical Skills	**Chronology:** Use dates and terms related to the three periods and passing of time.	**Chronology:** Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD.	**Chronology:** Sequence several events or artefacts on a timeline.
	Investigating and interpreting: Discuss reliability sources linked to the scarcity of primary sources. Pose a variety of questions.	**Investigating and interpreting:** Begin to evaluate the usefulness of different sources & Use evidence to reconstruct life in time studied.	**Investigating and interpreting:** Study two different accounts of the same event, exploring similarities and differences.
Sources	**HISTORY museum interactive session -** archaeological artefacts	**Trip to British Museum:** Ancient Egyptian artefacts linked to mummification& representations of pharaohs	**Map** of Roman roads -legacy https://www.history.org.uk/primary/categories/765/module/3694/romans-anglo-saxons-and-vikings/3697/finding-out-about-roman-settlements-using-maps-an

Year 4			
In Year 4, the children will learn about Britain's settlement by the Anglo-Saxons and Scots. They will then build on this unit by learning about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. These periods of history will be studied in a broad chronological order, to help support children's understanding of the sequence of events and trends, e.g. invasion and settlement, over time. The final history unit of Year 4 centers on the Tudor period. As part of their learning about the Tudors, the children will focus on the famous explorer Sir Francis Drake, which will require children to revisit their prior learning about Christopher Columbus in Year 1 to answer enquiry questions about the effects of expansion and empire building.			
Unit	**Britain's Settlement by Anglo-Saxons**	**The Viking and Anglo-Saxon Struggle for the Kingdom of England**	**The Tudor Period**
Concept	**Continuity and Change**	**Cause and Consequence**	**Continuity and Change**
Threads	Invasion and settlement Societal and cultural change	Invasion and settlement Societal and cultural change	Monarchy and Exploration
NC	*Britain's settlement by Anglo Saxons and Scots* *Note connections, contrasts and trends over time* *Understand how knowledge of the past is constructed from a range of sources*	*The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.* *They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.*	*Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.*
Overview	In this unit, we will be learning about what happened to Britain after the Romans left. We will find out who the Anglo-Saxons were and how they settled in Britain. We will contrast them to the Roman invaders by examining similarities in their motivations for invasion and differences in how they built society. We will examine their settlements and discover what life was like in Anglo-Saxon Britain. How did they live? How did they make a difference to our lives today?	In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the thread of invasion and settlement by revisiting their learning from Year 3 about the Roman, Anglo-Saxon and Scot invasions. In AD 787, the first three Viking ships landed on the Dorset coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland.	In this unit, we will go back to a fascinating and fast-changing century when the Tudors ruled Britain. Building on our learning from the ancient period, we will study how Europe emerged from the Middle Ages. In this period, Frances Drake sailed across the oceans, circumnavigating the world for the first time. **I**n England**,** the Tudor dynasty ruled for 118 years and it was dominated by the long reigns of Henry VIII and Elizabeth. We will learn about Elizabeth **I** - a complex and clever woman, who was adept at holding onto her personal power against all assaults on it. We will discover that Spain had grown wealthy in this period from the silver and gold of Mexico and Peru, which it had conquered. English adventurers such as Drake wanted a share. They made several raiding voyages, where they attacked Spanish treasure ships and ports. We will conclude our learning about this period by focusing on the 1588 **Armada** sent by the Catholic King of Spain and Drake's role in protecting England.

Historical Skills	**Chronology:** Uses dates to place events, artefacts and historical figures on a timeline.	**Chronology:** Understand that changes occur over time. Add evidence and dates to the timeline to represent this.	**Chronology:** Use dates and historical terminology to describe events.
	Investigating and interpreting: Refer to more than one source of evidence for a more accurate understanding of events.	**Investigating and interpreting:** Explore main events and changes in the period, giving causes and consequences.	**Investigating and interpreting:** Give reasons why separate versions of the same event may differ in the accounts.
Sources	**Anglo-Saxon Chronicle (British Library)**http://www.bl.uk/learning/timeline/item126532.html	**Map** of Viking settlements. **Image sources** of King Alfred https://www.britannica.com/topic/Viking-people/The-Carolingian-empire-and-France	**Tudor Portraits (Elizabeth I) - National Portrait Gallery** https://www.npg.org.uk/collections/search/person/mp01452/queen-elizabeth-i

Year 5			
In Year 5, children's study of ancient civilisations will be extended by a study of Ancient Greece, where children will explore Greek life, the major achievements of this society and its influence on the western world. This will be followed by a comparative study of childhood in Victorian times and the present day. By drawing these comparisons, children will be exposed to some of the most significant developments of the last two centuries, from children's rights to technological breakthroughs. In their final history unit of Year 5, the children will explore one final ancient civilization – the Kingdom of Benin, comparing and contrasting the cultures and beliefs of the Benin with those of the British empire.			
Unit	**The Ancient Greeks - what was their legacy?**	**The Victorian Era –Society and Change**	**The rise and fall of the Kingdom of Benin – contrasts with British history**
Concept	**Historical Significance**	**Continuity and Change**	**Similarity and Difference**
Threads	Legacy and Empire	Societal and cultural change + Technological advancement	Empire Invasion and Settlement
NC	*Ancient Greece – a study of Greek life and achievements and their influence on the western world.* *They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*	*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.*	A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.
Overview	Our modern world owes a lot to the ancient Greeks. In this unit, we will explore the rich legacy of this empire and its historical significance. In architecture and literature, we find influences from Ancient Greece, and Greek roots are commonly identified in the languages we speak today. When we celebrate the Olympic Games or come to vote in democratic elections, we can trace their origins back thousands of years to this ancient empire. Ancient Greek technology, science and philosophy continue to influence our daily lives and the modern world. By studying this period of history, we will come to appreciate how significant it was in shaping the world as we know it today.	In this unit, we will learn about how society was stratified in Victorian Britain and what life was like for people in different social classes. We will explore some of the significant changes of this era and consider how they affected people –focusing in particular on how life changed for children in terms of work, education and health. We will see that life for children in Victorian times was very different to in today's Britain and that this was particularly the case for children in lower classes. Through a focus on the development of train travel, we will also see how technological advancements brought about significant changes for people living in this period.	In this unit, we will learn all about the kingdom of Benin. We will understand what is meant by 'the rise and fall' of this kingdom - from its expansion to become an empire to its eventual decline with the British invasion at the end of the nineteenth century. By examining and evaluating a range of sources, we will gain a deeper understanding of what life was like for both ordinary people and Obas in this empire, whilst strengthening our historical skill of source analysis. This will help us make comparisons between the kingdom of Benin and life in contemporary Britain. We will reflect on the fact that the Benin bronzes are currently in the British Museum and explore why this is a controversial issue, open to debate.

Historical Skills	**Chronology**: Know and sequence key events in the period studied.	**Chronology**: Understand that continuity and change occurs over time. Add evidence and dates to the timeline to represent this.	**Chronology**: Describe and explain key changes in historical period (e.g. political, cultural, social, religious and technological changes)
	Investigating and interpreting: Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	**Investigating and interpreting:** Select reliable sources of evidence to answer questions about the past	**Investigating and interpreting:** Explore all available evidence to form their own opinion on a historical event
Sources	**British Museum -** architecture of the building **Photographs** of sites such as the Parthenon	**Ragged School Museum** - artefacts from Victorian schooling **Extracts** from National Archives with transcripts (workhouse conditions) https://www.nationalarchives.gov.uk/education/resources/workhouse-voices/struck-by-the-master/	**Photographs of Benin Bronzes + debate** https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes

Year 6			
The first two history units in Year 6 introduce children to learning about 20th century global conflict. In Year 5, learning about the Victorian era enabled the children to begin to understand the concept of empire and expansion. This foundation provides a framework for understanding the concept of alliances during the First World War. The children will also draw upon their learning in Year 3 and 4 about invasion and settlements, as well as about Ancient Greece (Y5), to help them understand that there is a long history of conflict owing to territorial expansion. Building upon this learning, the children will learn about the local impact of the Second World War in Hackney. By the end of Year 6, our pupils will be ready to explore one of humanity's greatest ethical dilemmas: what constitutes a crime and how should this be punished? This thematic study will allow children to revisit their knowledge of the Romans and Anglo Saxons in the middle ages, as well as learning about some key figures such as the highwayman Dick Turpin, allowing them to make connections and draw conclusions.			
Unit	**World War II**	**Local study: Hackney in WWII**	**Crime and Punishment – Changes from the Anglo-Saxons to the Present**
Concept	**Cause and Consequence and Historical Significance**	**Cause and Consequence**	**Continuity and Change**
Threads	Invasion Technological advancement and Legacy	Invasion Technological Advancement	Societal and cultural change
NC	*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066* *A significant turning point in British history.*	*A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.*	*To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.*
Overview	In this unit, we will learn about Operation Sealion and why Hitler's plan to invade Britain in WWII was unsuccessful. We will understand the events of the Battle of Britain, who was involved in the defense effort and why winning the battle is considered by many historians to be a key turning point in British history. We will also learn about how civilians at home in Britain were affected by these events. Analyzing sources will help us to explore how nights of consecutive air raids during the Blitz (which continued after the Battle of Britain was over) affected urban communities and find out how people tried to stay safe. We will learn what happened to children who were evacuated from the city to the country and link this to our reading of Goodnight Mr. Tom.	We have learned about World War Two and how civilians came together on the Home Front to support the war effort. Now, we will zoom in to how the conflict affected our local area. We will use a range of sources to learn where bombs fell. We will read first-hand recounts from local individuals to gain a local perspective on how the conflict affected people. In doing so, we will consider the provenance of sources and how to cross-reference and analyse them effectively. Importantly, we will seek diverse narratives and find out about what local women contributed to the effort.	In this unit, you will revisit periods of the past (Romans, Anglo-Saxons, Tudors and Victorians) to explore similarities and how their attitudes and approaches to crime and punishment changed over time. You will learn what was considered criminal activity in the different periods and how and why ways of punishing crimes developed. By considering the beliefs and values of the societies at the time, you will make links between each society and its approach to justice.

Historical Skills	**Chronology:** Relate current studies to previous learning and make comparisons between different times in history.	**Chronology:** Place current study on timeline in relation to other studies using relevant dates and terms.	**Chronology:** Place different periods on a timeline to compare how responses changed over time.
	Investigating and interpreting: Select suitable sources of evidence giving reasons for the choice	**Investigating and interpreting:** Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.	**Investigating and interpreting:** Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.
Sources	**Photographs** of the Blitz. **Transcripts** of first hand recounts of the Blitz. **Posters** for Home Front. **Audio + transcript of Winston Churchill speech.**	**Digital map of London during the Blitz** http://bombsight.org/#15/51.5050/-0.0900	**Timeline. 1888 sources - image and text** https://www.hoddereducation.co.uk/media/Documents/History/Sample-pages-Edexcel-GCSE-History-My-Revision-Notes-Crime-and-Punishment.pdf

GEOGRAPHY

Geography Intent:

At Northstar New School geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England)

Geography teaching at NNS has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

• to inspire pupils' curiosity to discover more about the world

• to enable children to know about the location of the world's continents, countries, cities, seas and oceans.

• to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

• to help children understand how the human and physical features of a place shapes it location and can change over time

• to provide opportunities to study mathematics across the curriculum through geography lessons

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

Children may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At NNS, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The geography curriculum at Northstar New School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and

taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching geography the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces

At Northstar Primary School we provide a variety of opportunities for geography learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Northstar New School, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and conducting river studies in our local area. Local museums also provide an opportunity to further geography learning.

Impact:

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Year 3 *Expectation that during year 3, key learning from KS1 is revisited as and when necessary to ensure solid foundation for KS2 Geography.*	**Olá Brazil (Brazil and England)** **Continent Focus: South America** **<u>Knowledge</u>** - locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America - describe and understand key aspects of human geography, including: economic activity including trade links **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **<u>Fieldwork</u>** - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Walk Like an Egyptian (Climate Zones)** **<u>Knowledge</u>** - identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle -describe and understand key aspects of physical geography, including: climate zones - describe and understand key aspects of human geography, including: types of settlement and land use **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the *four points* of a compass, use symbols and a key to build their knowledge of the wider world	**Cross-Curricular Geography Links to Stone Age topic**

Year 4	**Incredible Journeys (Rivers)** **<u>Knowledge</u>** - describe and understand key aspects of physical geography, including: rivers and the water cycle - name and locate key topographical features of the UK (including rivers) **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, symbols and a key to build their knowledge of the United Kingdom and the wider world	**Our Wonderful World (Rainforests)** **Continent Focus: Oceania** **<u>Knowledge</u>** - identify the position and significance of lines of latitude and longitude and the Tropics of Cancer and Capricorn - describe and understand key aspects of physical geography, including: biomes and vegetation belts **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**The Amazing Americas (North America)** **Continent Focus: North America** **<u>Knowledge</u>** - locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities - understand a number of geographical similarities and differences between region of the UK and a region within North America **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **<u>Fieldwork</u>** - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 5	**Volcanoes and Earthquakes** **<u>Knowledge</u>** -describe and understand key aspects of physical geography, including: volcanoes and earthquakes **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**The Vikings (Scandinavia and England)** **Continent Focus: Europe** **<u>Knowledge</u>** - locate Europe's countries (including the location of Russia), their environmental regions, key physical and human characteristics, countries, and major cities - understand geographical similarities and differences through the study of human and physical geography of a region in a European country - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**Mountains** **Continent Focus: Asia** **<u>Knowledge</u>** - describe and understand key aspects of physical geography, including: mountains - name and locate key topographical features of the UK (including mountains and hills) **<u>Skills</u>** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **<u>Fieldwork</u>** - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 6 *Expectation that during year 6, key concepts from KS2 is revisited as and when necessary to ensure solid foundation for KS3 Geography.*	**Victorians (United Kingdom and Local Area)** **Knowledge** - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time **Skills** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**World War Two (United Kingdom and Coasts)** Knowledge - describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water - name and locate key topographical features of the UK (including coasts) **Skills** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Fieldwork** - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

ART

Intent

We want all of our children to be excited and motivated throughout their time at our school, and to develop the skills and knowledge to enable them to make the best possible progress in their learning.
As a school we provide an Art education that engages, inspires and challenges children to develop a love of the visual arts, and so increase their self-confidence, creativity and sense of achievement.

Our curriculum encompasses the National Curriculum requirements to ensure all aspects, knowledge and skills of Art are being taught across all year groups. Up to the end of KS2, the children are taught specific knowledge and skills that they build upon as they journey through school. They develop their ability to explore, create, improvise, present and evaluate in Art. Children learn about the elements of Art, art vocabulary and develop an appreciation and understanding of a wide range of art from different traditions, periods of history and from great artists & designers. We review and update the art curriculum to ensure it is relevant to the children and that they continue to develop their knowledge and skills.

We ensure that staff have the appropriate resources to deliver our Art curriculum effectively.

Implementation

- Children are taught curriculum Art in their classrooms by their class teachers.
- A range of art activities are planned using the progression of skills documents.
- Art is linked to class topics, where appropriate, and explored in school themed weeks/days.
- Assessment for learning is used to assess children's understanding at various points during the lesson, and used to help plan next steps.
- Challenge and support is given where necessary to ensure that all children achieve their full potential in Art.
- Each year/unit of work builds upon previous learning, recapping key skills and vocabulary.
- Children record from direct observation, use a range of visual stimuli and their own experiences to create their own art, using a range of different mediums and processes.

Impact

- Through discussions and engagement in lessons children demonstrate an enjoyment of Art and an increasing understanding of both knowledge, skills and art vocabulary.
- As children progress through the school, they explore, create, improvise, present, and evaluate with increasing confidence.
- Assessment is used at the end of each year to track progress and attainment throughout the school.
- Evidence of work (Art sketchbooks / displays in class and around the school / discussions with children) show secure knowledge and skill coverage and development, with cross curricular links.

Contribution to cultural capital: The knowledge that children build up will provide a secure basis in 'cultural capital'. Recognising famous artists, having an appreciation of Art, in all its forms, and developing their ability to think critically, exploring their views, feelings and thoughts about what they see in Art.

	Drawing	Painting	Printing	3D/Textiles
Year 3	▪ I can show facial expressions in my drawings. ▪ I can use my sketches to produce a final piece of work. ▪ I can use different grades of pencil shade, to show different tones and texture.	▪ I can predict with accuracy the colours that I mix. ▪ I can create a background using a wash. ▪ I can use a range of brushes to create different effects.	▪ I can make a printing block. ▪ I can make a 2 colour print.	▪ I can add onto my work to create texture and shape. ▪ I can create pop-ups. ▪ I can use more than one type of stitch. ▪ I can join fabric together to form a quilt using padding. ▪ I can use sewing to add detail to a piece of work. ▪ I can add texture to a piece of work
	Collage	**Sketch Books**	**Knowledge**	**Multimedia**
	▪ I can cut very accurately. ▪ I can overlap materials. ▪ I can experiment using different colours. ▪ I can use mosaic. ▪ I can use montage.	▪ I can use my sketch book to describe likes and dislikes. ▪ I can make notes in my sketch book about techniques used by artists. ▪ I can suggest improvements to my work by keeping notes.	▪ I know where each of the primary and secondary colours sits on the colour wheel. ▪ I can compare the work of different artists. ▪ I can explore work from other cultures or periods of time. ▪ I am beginning to understand what an artist is trying to express.	Covered in Computing – Digital Image Unit

	Drawing	Painting	Printing	3D/Textiles
Year 4	▪ I can begin to show body language in my sketches. ▪ I can identify and draw simple objects, and use lines to produce texture. ▪ I can organise line and shape to represent figures and forms in movement. ▪ I can show reflections.	▪ I can create all the colours I need. ▪ I can create mood in my paintings. ▪ I can successfully use colour to create feeling.	▪ I can print using at least four colours. ▪ I can create an accurate print design. ▪ I can print onto two different materials.	▪ I can experiment with and combine materials to make 3D form. ▪ I can begin to sculpt clay and other moldable materials. ▪ I can use early textile and sewing skills as part of a project.
	Collage	**Sketch Books**	**Knowledge**	**Multimedia**
	▪ I can use ceramic mosaic. ▪ I can combine visual and tactile qualities.	▪ I can use my sketch book to express my feelings about various subjects ▪ I can use my sketch book to adapt and improve my original ideas. ▪ I can keep notes about the purpose of my work.	▪ I can experiment with some different styles' artists have used. ▪ I can explain art from other periods of history.	Covered in Computing – Digital Image Unit

	Drawing	Painting	Printing	3D/Textiles
Year 5	▪ I can identify and draw objects, and use marks to produce texture. ▪ I can successfully use shading to create mood and feeling. ▪ I can organize tone and color to represent figures and forms in movement. ▪ I can explain why I have chosen specific materials to draw with.	▪ I can create a range of different moods in my paintings. ▪ I can express my emotions accurately through my paintings.	▪ I can print using a number of colours. ▪ I can create an accurate print design that meets a given criteria. ▪ I can print onto a range of different materials.	▪ I can experiment with and combine materials and processes to design and make 3D form. ▪ I can sculpt clay and other moldable materials confidently. ▪ I can use textile and sewing skills, including running stitch, cross stitch, backstitch, appliqué and/or embroidery.
	Collage	**Sketch Books**	**Knowledge**	**Multimedia**
	▪ I can use ceramic mosaic to produce a piece of art. ▪ I can combine visual and tactile qualities to express mood and emotion.	▪ I can keep notes in my sketch book as to how I might develop my work further. ▪ I can use my sketch book to compare and discuss ideas with others.	▪ I can experiment with a range of different artistic styles. ▪ I can learn about the work of others by looking at their work in books, on the internet and in galleries.	Covered in Computing – Digital Image Unit

	Drawing	Painting	Printing	3D/Textiles
Year 6	▪ I can communicate emotions and a sense of self within my sketches. ▪ I can explain why I have combined different tools to create my drawings. ▪ I can explain why I have chosen specific drawing techniques.	▪ I can explain what my own style is. ▪ I can use a wide range of techniques in my work. ▪ I can explain why I have chosen specific painting techniques.	▪ I can overprint using different colours. ▪ I can look very carefully at the methods I use and make decisions about the effectiveness of my printing methods.	▪ I can create models on a range of scales. ▪ I can create work which is open to interpretation by the audience. ▪ I can include both visual and tactile elements in my work.
	Collage	**Sketch Books**	**Knowledge**	**Multimedia**
	▪ I can justify the materials I have chosen. ▪ I can combine pattern, tone and shape.	▪ I can compare my methods to those of others and keep notes in my sketch book. ▪ I can combine graphics and text-based research of commercial design, for example magazines, to influence the layout of my sketch book.	▪ I can describe the styles and qualities in my work. ▪ I can say what or who my work is influenced by. ▪ I can include technical aspects in my work e.g., architectural design.	Covered in Computing – Digital Image Unit