

# Rural Church Schools Academy Trust

## KS1 Connected Curriculum

Warmingham CE Primary



**Year A Delivered:**

Whilst the children were in Y1/Y2 (please select)  
Completed Objectives Highlighted Green

**Year B Delivered:**

Whilst the children were in Y1/Y2 (please select)  
Completed Objectives Highlighted Purple

**Year A Class Teacher:**

**Year B Class Teacher:**



## RCSAT Curriculum Overview 2021 LET YOUR LIGHT SHINE Matthew 5:16



Article 29: Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the ‘informal’ programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values.

Our Vision – ‘**Let your Light shine**’ *Matthew v5:16*

Our Mission – ‘**A Caring Christian Family Where We Grow Together**’

Our Core Values – WE aim to create an enjoyable, inclusive, safe, and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

We aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

We aim to encourage caring, sensitive, and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings.*

We aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge.*

We aim to develop a positive relationship between home, school and our wider community - *as a family – as brothers and sisters.*

**The RCSAT curriculum is designed to:**

**Embody - the Christian values we live by**

**Enable – all children to flourish in mind, body and spirit**

**Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’**

Reading	<ul style="list-style-type: none"> <li>Loving God, loving and accepting ourselves and loving and responding well to others</li> <li>A joy of learning</li> <li>A peaceful classroom environment</li> <li>Kindness and generosity towards others</li> <li>Gentle interactions</li> <li>Patience and understanding</li> <li>Excellent behaviour and positive attitudes</li> </ul>	<p><b>PSHE and Pastoral</b></p> <p>Being an inclusive school that celebrates diversity and ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.</p> <p>Love the Lord God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself. <b>Matthew 22: 36-40</b></p> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>High levels of praise</li> <li>Love and care for others</li> <li>Learning from mistakes</li> <li>Fostering a growth mindset &amp; perseverance</li> <li>Equal opportunity for all pupils</li> <li>Nurturing positive self-esteem</li> </ul>	Religious Education
Writing	<p><b>The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self control Galatians 5: 22-23</b></p>		Art
Spelling & Grammar	<p><b>GROWING THE FRUIT OF THE SPIRIT</b></p> <p><b>Christian Distinctiveness</b></p>	Design & Technology	
Speaking		Computing & E-safety	
Maths		Music	
Science		Physical Education	
History		Modern Foreign Languages	
Geography		Early Years Curriculum	

***‘Let Your Light Shine’ Matthew 5:16***

**Intent:**

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.

As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

**Our key drivers are:**

- Inspirational and connected curriculum which instils a love of learning
- Curiosity and appreciation of God's world through our Christian Values
- A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)
- Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

**Implementation:**

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum.

Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations.

Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge.

Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from a key question linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

Our curriculum is predominantly organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. There is always an overarching text which connects the curriculum across the school. Beneath which sit key texts in each year group. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events.

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

**We also feel that the following are necessary to support the implementation of our connected curriculum:**

**Learning Environment** – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning. Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

**Learning Partners** – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

**New Pedagogies** – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a 'Science' based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

**Impact:**

Through our connected approach:

- Our children will have the capacity to control and express their emotions and handle interpersonal relationships whilst keeping themselves safe.
- Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.
- Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.
- Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplified by the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus*' which is central to the school's vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

***'Let Your Light Shine' Matthew 5:16***

## Year A Connected Curriculum Topics

The Vocabulary, Knowledge and Skills for **Key Stage 1** are delivered through the following topics and curriculum content is taught across **Year A** as shown:

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History Based Enquiry		STEM Based Enquiry		Geography Based Enquiry	
<b>Geography</b>	<b>Weather</b> Seasonal & daily weather patterns in UK		<b>Hot &amp; Cold Parts of the World</b> Equator, North & South Poles		<b>Africa</b> Contrasting Non- European Locality	
<b>History</b>	<b>Florence Nightingale</b> Significant people and events- Crimean War	<b>Victorian child</b> toys, home appliances, school	<b>Inventors from the past</b> Inventors- Percy Shaw (cat's eye), Charles Mackintosh (waterproof coat).		<b>Nelson Mandela</b> Significant person from the past	<b>David Attenborough</b>
<b>Science</b>	<b>Human body</b> <b>Sense / healthy living</b>		<b>Materials</b>	<b>Changing Materials</b> <b>Heat and cooling</b>	<b>African animals, habitats and food chains</b>	
<b>Technology</b>	<b>Healthy fruit salad/ Toys</b>		<b>Own Inventions</b> Musical, instruments, recycling.	<b>Baking</b>	<b>Animal slider &amp; lever</b>	<b>Dens</b>
<b>Art</b>	<b>Self portraits</b> drawing/ IT People in paintings/ feelings	<b>Notable Artist</b> Giuseppe Arcimboldo- Collage	<b>Paint &amp; Colour mixing</b> White and black to add tints and tones	<b>Changing materials</b> Clay modelling/ Charcoal	<b>Patterns, print and textiles</b> rub, stamp, roll, press	
<b>Computing</b>	<b>Purple Mash</b> – Unit 1.1 Online safety, Unit 2.5 Effective searching, Unit 1.4 – Lego builders		<b>Purple Mash</b> – Unit 1.9 Tech outside school, Unit 2.6 Creating pictures, Unit 1.8 - Spreadsheets		<b>Purple Mash</b> – Unit 1.7 coding, Unit 2.1 coding	
<b>Music</b>	<b>Music Express</b>		<b>Music Express</b>		<b>Music Express</b>	

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Year A	Autumn Term	Spring Term	Summer Term
	History Based Enquiry	STEM Based Enquiry	Geography Based Enquiry
Umbrella Text			
Key Question			
Supporting Texts, Trips & Visitors			

*To be completed by the class teacher as part of their LTP.*

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## Year B Connected Curriculum Topics

The Vocabulary, Knowledge and Skills for **Key Stage 1** are delivered through the following topics and curriculum content is taught across **Year B** as shown:

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History Based Enquiry		STEM Based Enquiry		Geography Based Enquiry	
Geography	The UK - Characteristics of 4 countries, capital cities.		School and its grounds Mapwork/locational language/ human and physical features of surrounding area.		Surrounding seas of UK Compare Warmingham to seaside locality	7continents/ 5 oceans
History	Transport from the past Significant individuals/ events- First flights-The Wright Brothers, Amelia Earhart,	First space travel Significant individuals and events-Neil Armstrong	Local History Study - Significant historical events, people and places. Buildings and transport		Seafarers from the past - Grace Darling, Jacques Piccard, Christopher Columbus	
Science	Seasons Changes/Weather patterns/ Day length		Plants	Minibeasts & microhabitats	Seashore & Ocean habitats - food chains	
Technology	Transport Wheels, Axels, Kites, Paper planes		Playgrounds and Bug Hotels Swing, sea-saw		Boats/ Treasure Island	
Art	Sketching - Thick and thin lines & shading		Notable Artist- Paul Klee Castles and Suns Paint & Pastel and Viewfinders		Sculpture - Andy Goldsworthy	Create Moods Waves- Paint Collage- rip/ tear
Computing	Purple Mash - Unit 1.1 Online Safety, Unit 1.5 - maze explorers, unit 2.4 questioning		Purple Mash - unit 2.2 Online Safety, Unit 1.6 Animated story books, Unit 2.7 Making music		Purple Mash - Unit 2.3 spreadsheets, unit 1.3 Pictograms, Unit 2.8 presenting ideas	
Music	Music Express		Music Express		Music Express	

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Year B	Autumn Term	Spring Term	Summer Term
	History Based Enquiry	STEM Based Enquiry	Geography Based Enquiry
Umbrella Text			
Key Question			
Supporting Texts, Trips & Visitors			

*To be completed by the class teacher as part of their LTP.*

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## **A KS1 Speaker at RCSAT**

### **YEAR 1**

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well-known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

### **Greater Depth in Speaking**

- I can explain my answers, arguments and opinions when challenged.
- I can give careful descriptions, explanations and narratives for different purposes.
- I can express my personal feelings when involved in discussions.
- I can take part keenly in discussions and debates.
- I can retell a story I know, remembering details and adding my own point of view.
- I can make changes to events (*usually endings*) in a familiar story when asked to do so.
- I can consider the views of everyone in a discussion.
- I can use appropriate language to ensure the listener knows when something happened.
- I can understand the consequences of what is said to others.
- I can summarise the outcome of a discussion.

### **YEAR 2**

- I can ask question to get more information and clarify meaning.
- I can talk in complete sentences.
- I can decide when I need to use specific vocabulary.
- I can take turns when talking in pairs or a small group.
- I am aware that formal and informal situations require different language (beginning).
- I can retell a story using narrative language and linking words and phrases.
- I can hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I can perform a simple poem from memory.

### **Greater Depth in Speaking**

- I can use different style, tone and loudness of speech when speaking to a larger audience.
- I can help the discussion to go well by listening and responding to others' ideas.
- I can think of some questions about a group of objects that is shared or discussed with the class.
- I can explain the main things I have learnt from a presentation by someone else.
- I can talk about why I think certain things happen in science.
- I can talk about own feelings when thinking about a story.
- I can choose persuasive language to suit the listener
- I know when to vary my voice and language to express my feelings at a key moment.
- I can make sure instructions follow one another in sequence.
- I can decide how to present a poem dramatically, using all members of the group.

## A KS1 Reader at RCSAT

### YEAR 1 Word Reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-
- I can add -ing, -ed and -er to verbs. (*Where no change is needed to the root word*)
- I can read words of more than one syllable that contain taught GPCs.

### YEAR 2 Word Reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

### YEAR 1 Comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well-known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct myself when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

### YEAR 2 Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions about the text.

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- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech

### **YEAR 1 Greater Depth in Reading**

- I can read accurately and confidently words of 2 or more syllables.
- I can talk about my favourite authors or genre of books.
- I can predict what happens next in familiar stories.
- I am happy to read aloud in front of others.
- I can tell someone about my likes and dislikes related to a story I have read or a story I have had read to me.
- I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.
- I am aware of mistakes made when my reading does not make sense.
- I can re-read a passage if I'm unhappy with my own comprehension.
- I have a growing awareness of how non-fiction texts are organised.

### **YEAR 2 Greater Depth in Reading**

- When reading aloud I can improve my meaning through my expression and intonation.
- I can identify and comment on the main characters in stories and the way they relate to one another.
- I can self-correct, look backwards and forwards in the text and search for meaning.
- I can comment on the way the characters relate to one another
- I can show an understanding of the main points of the text and re-tell the story.
- I can make sensible predictions about what is likely to happen in the story and to different characters.
- I know how suspense and humour are built up in a story, including the development of the plot.
- I can recognise similarities in the plot or characters within different stories.
- I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.
- I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.

### **A KS1 Writer at RCSAT**

#### **YEAR 1 Transcription**

##### **Spelling**

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.
- I can name all the letters of the alphabet in order.

##### **Handwriting**

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

#### **YEAR 2 Transcription**

##### **Spelling**

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.

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- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

#### Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

#### YEAR 1 Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

#### YEAR 2 Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

#### YEAR 1 Vocabulary, Grammar and Punctuation

##### Word

- I know regular **plural noun suffixes** -s or -es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- I know **suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- I know how the **prefix un-** changes the meaning of **verbs** and **adjective** [for example, *unkind*, or *undoing: untie the boat*]

##### Sentence

- I know how **words** can combine to make **sentences**.
- I know how to join **words** and join **clauses** using *and*.

##### Text

- I can sequence sentences to form a narrative.

##### Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

Terminology – letter, capital letter, word, singular, plural, sentence. punctuation, full stop, question mark, exclamation mark

## YEAR 2 Vocabulary, Grammar and Punctuation

### Word

- I can form **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- I can form **adjectives** using **suffixes** such as *-ful, -less*
- I can use the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- I understand **subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- I can use expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- I understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

### Text

- I correct choose and consistently use **present tense** and **past tense** throughout my writing
- I use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

### Punctuation

- I can use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- I can use commas to separate items in a list
- I can use **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Terminology - Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

## YEAR 1 Greater Depth in Writing

- I can write short stories about something personal to me.
- I can sequence a short story or series of events related to my learning in other lessons.
- My writing makes sense to the reader without additional explanation.
- I am confident in changing the way sentences start.
- I can make sentences longer and use words other than 'and' and 'then' to join ideas together.
- I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.
- I know which letters sit below the line and which are tall letters.
- I am consistent in my use of lower case and capital letters.
- I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words.
- I can spell almost all of the words in the Year 1 and 2 list accurately.

## YEAR 2 Greater Depth in Writing

- My descriptions are clear enough for people to recognise what is meant, even when things are not named.
- I use some phrases and words that I come across in reading.
- I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.
- My stories have interesting endings that have been carefully thought about.
- I am consistent in using the first or third person.
- I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.
- I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.

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- I use a dictionary to check the spellings of words.
- I use specific nouns when needed, E.g 'terrier' instead of 'dog'.
- I take time to describe characters and events within stories, rather than move from one event to another.

### **A KS1 Mathematician at RCSAT**

#### **YEAR 1 Number and place value**

- I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read numbers from 1 to 20 in numerals and words.
- I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least

#### **YEAR 2 Number and place value**

- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using  $<$   $>$   $=$  signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

#### **YEAR 1 Calculations**

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

#### **YEAR 2 Calculations**

- I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- I can add and subtract mentally, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

***'Let Your Light Shine' Matthew 5:16***

- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totaling and comparing categorical data.

### **YEAR 1 Fractions**

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.
- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

### **YEAR 2 Fractions**

- I recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### **YEAR 1 Measurement**

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

## **YEAR 2 Measurement**

- I can compare and order lengths, mass, volume/capacity and record the results using  $>$   $<$  and  $=$
- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in  $^{\circ}\text{C}$  using thermometers.
- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for £ and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

## **YEAR 1 Geometry – properties of shapes**

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles.)
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres.)

## **YEAR 2 Geometry – properties of shapes**

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.
- Geometry – position and direction
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement.

## **YEAR 1 Geometry – position and direction**

- I can describe position, directions and movement, including half, quarter and three-quarter turns.

## **YEAR 2 Statistics**

- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct simple tables.



## **Greater Depth in Mathematics**

- I can solve problems with a greater complexity.
- I can independently investigate and explore mathematical concepts.
- I can explain what I have discovered clearly.
- I can use higher order skills such as creating, modifying, convincing, justifying, comparing, and evaluating.

## **A KS1 Scientist at RCSAT**

### **YEAR 1 Working scientifically**

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

### **YEAR 2 Working scientifically**

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

## **Biology**

### **YEAR 1 Plants**

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

### **YEAR 2 Plants**

- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy.

### **YEAR 1 Animals, including humans**

- I can name a variety of animals including fish, amphibians, reptiles' birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

### YEAR 2 Animals, including humans

- I can explain the basic stages in a life cycle for animals, including humans.
- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for humans.

### **Chemistry**

#### YEAR 1 Everyday materials

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.

#### YEAR 2 Uses of everyday materials

- I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- I can suggest why a material might or might not be used for a specific job.
- I can explore how shapes can be changed by squashing, bending, twisting and stretching.

### **Physics**

#### Seasonal changes

- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.

### **YEAR 1 Greater Depth in Science**

- I can find out by watching, listening, tasting, smelling and touching.
- I can talk about similarities and differences.
- I can explain what I have found out using scientific vocabulary.
- I can make accurate measurements.
- I can classify animals according to a number of given criteria.
- I can point out differences between living things and non-living things.
- I can say why certain animals have particular characteristics
- I can sort some plants by those that can be eaten and those that cannot.
- I can explain what happens to certain materials when they are heated or cooled, for example, bread, ice, chocolate, jelly, etc.
- I can sort some animals on a simple branching diagram with features such as meat eaters and non-meat eaters; can swim and cannot swim.

### **YEAR 2 Greater Depth in Science**

- I can say whether things happened as I expected and if not why not.
- I can suggest more than one way of grouping animals and plants and explain my reasons.
- I can use information from books and online sources to find things out.
- I can name some characteristics of an animal that helps it to live in a particular habitat.
- I can describe what animals need to survive and link this to their habitats.
- I can describe what plants need to survive and link it to where they are found.
- I can classify living things into groups according to a range of criteria I have been given.
- I can describe the properties of different materials using words like transparent or opaque, flexible, etc.
- I can say which materials are natural and which are manmade.
- I can tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.

## **Foundation Subjects**

### **A KS1 Historian at RCSAT**

- I can use words and phrases like: old, new and a long time ago.
- I can recognise that some objects belonged to the past.
- I can explain how I have changed since I was born.
- I can explain how some people have helped us to have better lives.
- I can ask and answer questions about old and new objects.
- I can spot old and new things in a picture.
- I can explain what an object from the past might have been used for.
- I can recognise significant historical events, people and places in my own locality.

### **A Year 2 Historian at RCSAT**

- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.
- I can give examples of things that were different when my grandparents were children.
- I can find out things about the past by talking to an older person.
- I can answer questions using books and the internet.
- I can research the life of a famous person from the past using different sources of evidence.

### **A YEAR 1 Geographer at RCSAT**

- I can keep a weather chart and answer questions about the weather.
- I can explain where I live and tell someone my address.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.

### **A Year 2 Geographer at RCSAT**

- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside Europe using geographical words.
- I can describe some of the features of an island.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- I can explain how jobs may be different in other locations.
- I can explain how an area has been spoilt or improved and give my reasons.
- I can explain the facilities that a village, town and city may need and give reasons.
- I can name the continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can find where I live on a map of the United Kingdom.

### **A YEAR 1 Artist at RCSAT**

- I can show how people feel in paintings and drawings.
- I can create moods in art work.
- I can use pencils to create lines of different thickness in drawings.
- I can name the primary and secondary colours.
- I can create a repeating pattern in print.
- I can cut, roll and coil materials.

***'Let Your Light Shine' Matthew 5:16***

- I can create a printed piece of art by pressing, rolling, rubbing and stamping.
- I can make a clay pot.
- I can join two clay finger pots together.
- I can use IT to create a picture.
- I can describe what I can see and give an opinion about the work of an artist.
- I can ask questions about a piece of art.

### **A YEAR 2 Artist at RCSAT**

- I can choose and use three different grades of pencil when drawing.
- I can use charcoal, pencil and pastel to create art.
- I can use a viewfinder to focus on a specific part of an artefact before drawing it.
- I can mix paint to create all the secondary colours.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can create tones with paint by adding black.
- I can use different effects within an IT paint package.
- I can suggest how artists have used colour, pattern and shape.
- I can create a piece of art in response to the work of another artist.

### **A YEAR 1 Designer at RCSAT**

- I can use my own ideas to make something.
- I can describe how something works.
- I can cut food safely.
- I can make a product which moves.
- I can make my model stronger.
- I can explain to someone else how I want to make my product.
- I can choose appropriate resources and tools.
- I can make a simple plan before making.

### **A YEAR 2 Designer at RCSAT**

- I can think of an idea and plan what to do next.
- I can choose tools and materials and explain why I have chosen them.
- I can join materials and components in different ways.
- I can explain what went well with my work.
- I can use different textiles and explain why I have chosen them
- I can measure materials to use in a model or structure.
- I can describe the ingredients I am using when preparing food.

### **A KS1 Computer User at RCSAT**

#### **YEAR 1 Algorithms and programming**

- I can create a series of instructions.
- I can plan a journey for a programmable toy.

#### **YEAR 2 Algorithms and programming**

- I can use a range of instructions (e.g. direction, angles, turns).
- I can test and amend a set of instructions.
- I can find errors and amend. (debug)
- I can write a simple program and test it.
- I can predict what the outcome of a simple program will be (logical reasoning).
- I understand that algorithms are used on digital devices.
- I understand that programs require precise instructions.

***'Let Your Light Shine' Matthew 5:16***

### **YEAR 1 Information technology**

- I can create digital images.
  - I can open digital content.
  - I can save digital content.
  - I can use a website.
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### **YEAR 2 Information technology**

- I can organise digital content.
- I can retrieve and manipulate digital content.
- I can navigate the web to complete simple searches.

### **YEAR 1 Digital literacy**

- I use technology respectfully.
- I know where to go for help if I am concerned.
- I know how technology is used in school and outside of school.
- I can use an iPad or tablet
- I can record sounds and play back (for example, recording stories, weather reports)

### **YEAR 2 Digital literacy**

- I can use technology safely.
- I know that passwords help to keep my information private

### **KS1 A Safe Computer User at RCSAT**

#### **Knowledge and understanding**

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

#### **Skills**

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.

## **A Year 1 Musician at RCSAT**

### *Exploring Sounds*

- I can create different sounds with my voice.
- I can change the sounds my voice can make.
- I can use my body to make different sounds.
- I can identify a sequence of sounds (structure) in a piece of music.
- I can sing a song.

### *Beat*

- I can create a steady beat using my voice and body parts.
- I can play and maintain a steady beat on an instrument.
- I can play a steady beat on a percussion instrument.
- I can count a steady beat in patterns of 2, 3 and 4 beats (metre).

### *Tempo*

- I can identify changes in tempo.
- I can recognise and respond to changes in tempo in music.
- I can play at different speeds (tempi).
- I can control the speed (tempi).

### *Pitch*

- I can make high and low vocal sounds.
- I can sing a song with contrasting high and low melodies.
- I can play high and low sounds on an instrument.
- I can identify changes in pitch and respond to them with movement.
- I can use graphic symbols to record changes in pitch.
- I can identify pitched and unpitched instruments.

### *Dynamics (Volume)*

- I can control the dynamics of my voice, body percussion and instruments.

### *Rhythm*

- I can identify a repeated rhythm.
- I can compose a rhythm.
- I can combine a repeated rhythm and steady beat.

### *Performing & Composing*

- I can rehearse and perform music on my own and with others.
- I can combine my voice, movement, and instruments to perform a song or chant.
- I can use music to accompany a story.
- I can respond to music with dance.

## **A Year 2 Musician at RCSAT**

### *Exploring Sounds*

- I can create and respond to vocal and body percussion.
- I can use vocal sounds to express feelings.
- I can show how mood can be expressed vocally.
- I can listen and respond to contemporary orchestral music.

### *Beat*

- I can keep a steady beat (tempi).
- I can mark within a 4-beat metre.
- I can perform a steady beat.
- I can listen to a steady beat and respond with movement.
- I can play different patterns of steady beat within four beats.

### *Tempo*

- I can change the tempo.

### *Pitch*

- I can use simple line graphics to note changes in pitch.

***'Let Your Light Shine' Matthew 5:16***

- I can read simple pitch notations.
- I can sing with expression whilst paying attention to the pitch.
- I can use a musical scale to play high and low notes in a simple composition.

#### *Dynamics (Volume)*

- I can change the dynamics for effect.

#### *Rhythm*

- I can perform simple rhythms with movement and instruments.

#### *Performing & Composing*

- I can perform a call and response song.
- I can combine sounds to create an effect.
- I can perform to an audience.
- I can accompany a song with vocal and instrumental accompaniment.
- I can compose music to illustrate a story.
- I can read a simple score.
- I can perform a melody.

### **A KS1 Sports Person at RCSAT**

#### **YEAR 1 Games**

- I can throw underarm.
- I can hit a ball with a bat.
- I can move and stop safely.
- I can throw and catch with both hands.
- I can throw and kick in different ways.

#### **YEAR 2 Games**

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use one tactic in a game.
- I can follow rules.

#### **YEAR 1 Gymnastics**

- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

#### **YEAR 2 Gymnastics**

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

#### **YEAR 1 Dance**

- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.

#### **YEAR 2 Dance**

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.

***'Let Your Light Shine' Matthew 5:16***

- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

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### YEAR 1 General

- I can copy actions.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.

### YEAR 2 General

- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.

