Matford Brook Academy

Ted Wragg Multi-Academy Trust

WE WRITE OUR STORY
THE PRIMARY CURRICULUM
MATFORD BROOK ACADEMY

Matford Brook Academy

The Primary Curriculum

At Matford Brook Academy, our mission is to provide an excellent and enriching education that empowers children to believe they can, and should, change the world around them. We summarise this in a simple mantra that runs through the fabric of our school: 'At Matford Brook Academy, we write our story' and this is woven through our carefully considered curriculum offer.

Our curriculum is built on the values of scholarship, kindness and community. These values shape the way we design learning, the way we interact with one another and the way we help each pupil understand their place in the world. We know that for children to thrive—now and in their future—they must grow with a clear understanding that the greatest influence on their lives is themselves.

We have developed an ambitious, coherent curriculum where children learn through direct teaching, exploration and purposeful experiences. Each subject has a well-sequenced progression of knowledge and skills designed to help pupils understand their world and contribute meaningfully to it. We plan with intention from the Early Years Foundation Stage through to the end of Key Stage Two, ensuring that learning builds cumulatively and connects meaningfully over time.

Our work is grounded in strong evidence about how children learn and retain knowledge in the long term, including research from cognitive science that informs our Learning Model. We think about the curriculum at three connected levels:

- the intended curriculum, setting out clearly what pupils will learn;
- the implemented curriculum, the high-quality resources, knowledge organisers and teaching materials we use;
- and the enacted curriculum, where skilled teachers bring learning to life for the children they know so well.

We want every child's experience of learning— across all subjects— to be rich, purposeful and memorable. This includes strong academic progress but also building cultural capital, broadening horizons and nurturing confidence whilst connecting with the community within the school and the one we serve. Enrichment, including visitors, trips and clubs, forms an important part of our offer and is subsidised for pupils in receipt of the Pupil Premium.

We expect learning to have context, relevance and connection. Our curriculum is carefully woven so that themes and subjects link where meaningful. It draws on our locality, encouraging pupils to understand the history, culture and landscape of the area around them and reflect on how communities shape, and are shaped by, the stories of the people within them.

The Matford Brook Academy, the curriculum encourages pupils not only to learn about the world but also to recognise their growing responsibility within it—whether in caring for the environment, contributing to their community or understanding how their actions affect others. It seeks to help pupils feel safe, successful and connected, able to take ownership of their learning and their future story.

WHAT WE WANT FOR OUR CHILDREN

- To develop awe, wonder and a lifelong love of learning across a wide range of subjects.
- To show scholarship: thinking deeply, working thoughtfully and taking pride in learning.
- To show kindness in their actions and interactions.
- To contribute to their school and wider community with a sense of responsibility and belonging.
- To be brave in trying new things and unafraid of making mistakes.
- To collaborate and learn with and from others.
- To talk confidently about their learning and make meaningful connections across subjects.
- To remember and use what they learn so that knowledge builds securely over time.
- To develop resilience, resourcefulness and the ability to reflect on themselves as learners and individuals.
- To embrace challenge and support others along the way.
- To thrive and have a positive impact on those around them.

We are confident that this approach enables us to offer a broad and balanced curriculum to all pupils—one that invites them to encounter and understand the very best of human thought, creativity and achievement. We believe this will inspire them to pursue their interests, broaden their aspirations and shape futures full of possibility.

Parents and carers are partners in this journey. We encourage active engagement with learning through meetings, workshops and school events. Families can be confident that throughout their primary years, children at Matford Brook Academy will be supported, challenged and cared for as they begin to write their own story.

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Matford Brook Academy

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EYFS 'TAUGHT' CURRICULUM THROUGH DIRECTED ACTIVITIES

At Matford Brook Academy, we have carefully considered which skills and concepts are more effectively taught directly, as a whole class or in smaller groups for 3-4 year olds and Reception children.

We take a 'small step' approach to teaching key skills – as such, direct teaching sessions are short and well-organised so that learning is embedded overtime and new ideas are introduced more effectively.

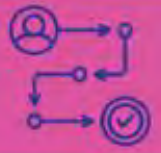
Implemented Curriculum – Specific Schemes Used in the EYFS

Area of learning & development	Specific educational programme/s	3-4 year olds	Reception	Whole class or small group	Frequency per week
Physical development (gross motor)	PE Hub		✓	Whole class	1
Literacy (phonics)	Little Wandle	✓	✓	Whole class	5
Literacy (daily writing practice included in phonics)	Little Wandle		✓	Whole class	5
Literacy (rhyme time)	Little Wandle	✓			5
Literacy (reading practice)	Little Wandle		✓	Small group	3
Literacy (writing practice, including handwriting)	Little Wandle		✓	Small group	minimum 2
Mathematics	White Rose scheme of learning	✓	✓	Whole class	5
Expressive Arts & Design	Kapow		✓	Whole class or smaller groups	2

EYFS units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Let's consider...	Uniquely me Who am I? What makes me, me? What makes me belong here?	Me and my senses How do I explore the world? How do I celebrate what I find?	Where I explore Where do I go? What makes different environments special?	Gardens What grows? What can I grow? Do you know how wonderful our world is?	Making the world work Who helps me? How do I get around? How can I help others?	The big wide world Where will I go? Where will I travel? Who will I become?

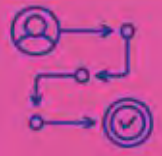
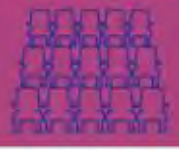
EYFS unit foci

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Inspiring communication and learning which spans the 7 areas of the EYFS						
Nursery	My body and my family	Touching, hearing: Melting and singing	My immediate environment: Parks, town and rainbows	Planting and growing	Getting around (transport)	Near: Farms
Pre-school	How do I feel?	Tasting, smelling: What can I cook?	The nearby environment: Woods and countryside	Plants and pollinators	People who help us	Near and far: Zoos
Reception	Weavers?	Seeing: Festivals of light	The wider environment: The ocean	Life cycles and plants	Superheroes and super me	Far: Africa (Burkina Faso, Kenya and the savannahs)

EYFS texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A love of reading is the biggest indicator of future academic success OECD						
Repeating refrains, high quality vocabulary and familiar subject matter						
Traditional and modern fairy tales, rich vocabulary and stimulus for conversation and innovation						
Tier 3 vocabulary, excellent sentence structures, themes to inspire independent learning and goals						

EYFS enrichment opportunities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ensuring our community value inspires us from the earliest chapters in our story						
Nursery	Visiting the setting with my family	Snowy days in our garden	A visit from a Ridgetop Park ranger	A visit from a gardener	A walk to the bridge and vehicle spotting	A visit from a farmer and tractor
Pre-school	Trying new foods from community members	Baking my own foods - visit to on-site kitchen	A visit to Ridgetop Park	A visit from a beekeeper	A visit from a doctor and a woodcutter	A family zoo trip with Reception
Reception	Community walk and random acts of kindness	Visiting the theatre - explore creative careers 	Rockpooling - explore conservation careers	Tadpoles, butterflies and a trip to the farm	Evil pea has made a mess! A visit from a recycling expert	Leading our trip to the zoo

EYFS mathematics foci

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing a robust understanding of the number and shape systems						
Nursery	Nursery and finger rhymes Stacking objects	Nursery rhymes and "more" Inset puzzles	Counting in the environment Spot patterns	Counting actions e.g. jumps Compare amounts e.g. "more" or "same"	Great counting behaviours Compare size and weight	Counting to 5 Create patterns
Pre-school	1:1 correspondence, cardinality and stable order Name shapes	Counting to 5 with fluency and confidence Describe shapes	Partitioning 5 Positional language	Doubling and halving quantities Compare shape, size, length and weight	Counting forwards and backwards to and from 10 Describe a route	Subitise to 5, square numbers and the power of 2 Spot errors in ABAB patterns
Reception	Numeral and quantity links Discuss properties of shapes mathematically	Number bonds and number composition Create and continue complex patterns	Addition and subtraction facts to 5 then 10 Distribute quantities using doubles/halves	Discuss quantities using larger and smaller Odd and even numbers	Develop confidence to 20 including when calculating Volume and capacity	Understand the place value of teen numbers Spatial reasoning

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NATIONAL CURRICULUM
KEY STAGE ONE & KEY STAGE TWO

At Matford Brook Academy, we have carefully considered which skills, knowledge and concepts are taught and in what order throughout our curriculum for Year 1-6.

We take a 'small step' approach to delivering high quality content, ensuring that carefully sequenced lessons build upon prior knowledge so that children know and remember more. We aspire for the learning at our school to prepare our children for the working world that awaits them.

Implemented National Curriculum - Implemented Schemes Used In Years 1-6

Area of learning & development	Specific educational programme/s	Whole class or small group
Physical Education (PE)	PE Hub	Whole class
English (phonics)	Little Wandle Keep up and catch up Little Wandle Fluency SEND	Whole class Small group interventions Small Group interventions Individual interventions
English (reading practice)	Little Wandle	Small group in Year 1 and 2
Mathematics	White Rose Mixed-Age Group planning	Whole class and small group intervention (Year 1/2)
Religious Education	Devon and Torbay's Agreed syllabus for RE 2025	Whole class or smaller groups
Spanish	Specialist teacher	Whole class
Design Technology, Art and Music	Kapow/Specialist teacher	Whole class

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ART and Design at Matford Brook Academy

Overview

At Matford Brook Academy, we enrich children's artistic development through a range of practical experiences in the classroom based on a skills-based curriculum (KAPOW). This is designed to foster and raise aspirations, opening the children up to the potential of their artistic talent. We want children to enjoy having Art in their lives as not only a way of enjoyment, but also as a potential future career: the world needs sculptors and painters and in their lessons is where they can start to dream! There are many opportunities throughout the year for children to showcase their artistic talents, build their creative confidence and deepen their interest in the arts throughout the year. In weekly assemblies we develop our knowledge of artists and we use the outdoor learning environments to inspire our learning. We have an annual ART week which culminates in school display and assembly. We also regularly will celebrate the children's art and that of a range of artists in our school environment and on our Facebook page.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- be able to talk about their art learning with a focus on previous learning (spiral curriculum)
- produce creative, imaginative work which they are proud of
- explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.
- become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns.
- develop their knowledge of famous artists, designers and craft makers.
- develop their interest and curiosity about art and design
- create sketch books to record their observations and use them to review and revisit ideas
- see their artwork celebrated through class and whole- school displays

By the end of Early Years, pupils can…

- Explore different materials freely, in order to develop ideas about how to use them and what to make.

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear etc.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on previous learning, refining ideas
- Create collaboratively, sharing ideas, resources and skills.

By the end of KS1, pupils can…

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By the end of KS2, pupils can recognise:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- create sketch books to record their observations and use them to review and revisit ideas;
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- know about great artists, architects and designers in history.
- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In order to achieve a true understanding of ART and design, topics are sequenced based on the following rationale:

- The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression using the **KAPOW** art scheme.
- The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a sound knowledge of individual artists as well as individual works and art movements. The children will study famous artists, sculptors and photographers including: Van Gogh, Kandinsky, Beth Cavener, Bridget Riley, Georgia O'Keefe, Barbara Hepworth, Zaha Hadid, Chris Plowman and more. The children will also study art from different countries and cultures during the annual ARTS WEEK.

- A clear focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop the key processes of art: drawing, painting, printing, textiles and sculpture.
- Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual Art Week, which enables further focus on children's artistic skills and knowledge.
- Termly art assessments allow the children to see how their work improves year upon year.
- The school's high- quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. This is mirrored by the creative activities set for home learning where good examples are often shared on the Matford Brook Academy blog.

The ART curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- We ensure that the art curriculum is not narrowed but that pupils with SEND/disabilities are given extra support through resources to scaffold their learning and TA support when needed.
- We use explicit instruction which will help all children i.e.: teacher modelling of final pieces
- Through flexible grouping
- Quality teaching and lesson content will ensure that all pupils can succeed and use the sketchbooks to track this process.
- PP children are given priority when offering places to art and craft clubs
- Where appropriate, we use technology to assist teacher modelling ie; using a visualizer for skill demonstrations

We fully believe ART and design can contribute to the personal development of students at Matford Brook Academy:

- **Communication Skills:** within art units, the children are given opportunities to express opinions and discuss their own and others art
- **Problem-Solving Skills:** as children explore art ideas, they are testing possibilities and working through challenges. Art allows children to make their own assessments, while also teaching them that a problem may have more than one answer. Even when experimenting or learning how to handle art materials effectively, our children are solving challenges and coming up with new ways to handle unexpected outcomes.
- **Social & Emotional Skills:** Art helps children come to terms with themselves and the control they have over their efforts. Through art, they also practice sharing and taking turns, as well as appreciating one another's efforts. Art fosters positive mental health by allowing children to show individual uniqueness as well as success and accomplishment, all part of a positive self-concept.
- **Fine Motor Skills:** participating in art activities will improve fine motor skills
- **Self-Expression and Creativity:** Children can express themselves through art on a fundamental level. Creating art and mindful art activities allow children to work through feelings and emotions.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. Thiscop knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Autumn		Spring		Summer		
Pre-School and Reception	In Pre-School children will begin to look at Art and Design, exploring materials, textures, lines, shapes and colour. Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'Who am I?' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self portraits. In Term 2 they learn how to mix colours carefully to create firework pictures and In Term 5, children learn how to correctly use water colours, pastels and chalks as they paint coral reefs and under the sea scenes. In Term 4, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork around nature and life cycles. In Term 6 as they look closely at animal patterns, they learn about the importance of thick and thin paintbrushes to create an effect.						
Year 1	Portrait Assessment	Make your mark	Houses Assessment	Colour splash	Fantasy Landscape Assessment	ARTS Week	Paper play
Year 2		Clay Houses		Map it Out			Tell A Story
Year 3		Prehistoric Painting		Ancient Egyptian Scrolls			Growing Artists
Year 4		Mega Materials		Power Prints			Light and Dark
Year 5		I Need Space		Portraits			Architecture
Year 6		Artist Study		Making My Voice Heard			Making Memories

Key: **Drawing** **Painting and Mixed Media** **Sculpture and 3D** **Craft and Design**

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in ART at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's ART journey at Matford Brook Academy.

Computing at Matford Brook Academy

Overview

Technology places a significant and important role in our society today. Therefore, our Computing curriculum is designed to teach the skills and the morals needed to participate effectively and safely in our digital world. We aim to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed.

In particular, Internet Safety is at the heart of our computing curriculum, as we revisit this subject at the start of each new half term. Children are well-equipped to understand their role in using the Internet safely and know how to report any concerns they have when using technology.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

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

By the end of Early Years, pupils can…

- Whilst computing no longer features in the Early Year's framework and it is not directly taught at Matford Brook Academy , opportunities are made wherever possible to use technology to encourage listening and communication, problem solving and thoughtful questioning with the aspiration that this impacts positively across all seven areas of learning.
- Their interaction with technology (examples in the curriculum overview section) will give them the experience and vocabulary to ensure they can engage with the National Curriculum once in Year 1.

By the end of KS1, pupils can…

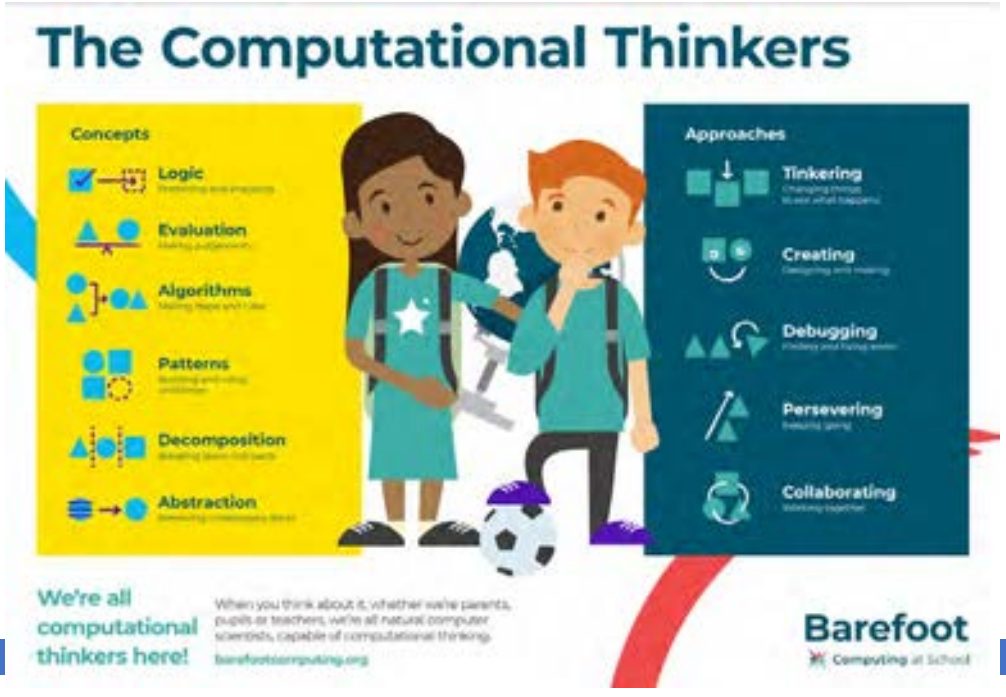
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- create and debug simple programs.
- use logical reasoning to predict the behaviour of simple programs.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.

- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

By the end of KS2, pupils can…

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Pupils will also develop the following computational thinking skills:



In order to achieve a true understanding of Computing, topics are sequenced based on the following rationale:

- The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly with explicit links made and opportunities to review learning is clearly defined. It ensures that connections are made when different teachers are teaching the units within a theme in consecutive years.
- Topics are sequenced to build on prior knowledge and skills to build/deepen previous learning.
- Access to a knowledge-rich, intelligently-sequenced collection of planning and resources.
- Balanced coverage of Computer Science, Information Technology and Digital Literacy. Children will experience all three strands in year group; however, the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills taught, thus ensuring that learning is built upon.
- Curriculum design from the Teach Computing Curriculum is as follows:
    - Algorithms — Be able to comprehend, design, create, and evaluate algorithms
    - Computer networks — Understand how networks can be used to retrieve and share information, and how they come with associated risks
    - Computer systems — Understand what a computer is, and how its constituent parts function together as a whole
    - Creating media — Select and create a range of media including text, images, sounds, and video
    - Data and information — Understand how data is stored, organised, and used to represent real-world artefacts and scenarios
    - Design and development — Understand the activities involved in planning, creating, and evaluating computing artefacts
    - Effective use of tools — Use software tools to support computing work
    - Impact of technology — Understand how individuals, systems, and society as a whole interact with computer systems
    - Programming — Create software to allow computers to solve problems
    - Safety and security — Understand risks when using technology, how to protect individuals and systems
    - The taxonomy provides categories and an organised view of content to encapsulate the discipline of computing. Whilst all strands are present at all phases, they are not always taught explicitly.

The Computing curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

- At Matford Brook Academy, we provide relevant CPD to ensure that all staff are able to give the pupils the best quality first teaching.
- Staff have access to Teach Computing CPD online.
- Pupils with special educational needs or disabilities are given extra support and consideration.

For Pupils who are new to English, or have profound barriers to learning, are taught a differentiated curriculum with additional scaffolds. This provides them with the essential powerful knowledge needed to take part in the curriculum proper with their peers.

- Disadvantaged pupils and those from identified underrepresented groups receive priority for extra support so that every opportunity to close the advantage gap is capitalised on. In practice, this could be working with an additional TA where possible, additional targeted questioning and scaffolds to expose only the new learning as the focus.
- Pupils in receipt of the Pupil Premium and or SEN or another special characteristic are highlighted in the half termly assessment grids to ensure their progress is thoroughly tracked and monitored.

We fully believe Computing can contribute to the personal development of pupils at Matford Brook Academy:

- Children will learn how to develop their social competence, learn how to work with others and articulate ideas to justify their opinions. The computational thinking model encourages creativity, collaboration, exploration and perseverance.
- Develop an understanding of how technology has an impact on their lives.
- Computing lessons provide opportunities to explore personal development relating to Online Safety concepts such as living as a good digital citizen. Online safety concepts are also covered in our PSHE curriculum and through assemblies.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Term 1	Term 2	Term 3
EYFS	Rather than being taught discreetly, the EYFS incorporate technology into the children's daily lives as it will be within their childhoods as they develop and into their adult working lives. For us at MATFORD BROOK ACADEMY , technology in the EY means taking a photograph with a camera or a tablet, searching for information on the internet, playing games on the interactive whiteboard, exploring mechanical toys, using a Beebot, watching a video clip – including of themselves and listening to music. Computational thinking is taught through un-plugged questioning- Barefoot principles.		
Year 1	We are Year 1 rule writers Simple computer skills NCCE – Computing systems and networks-Technology around us	We are kind and thoughtful NCCE - Programming A - Moving a Robot	We are responsible internet and device users NCCE-Creating media- Digital writing
Year 2	We are Year 2 rule writers NCCE – Computing systems and networks: IT around us	We are safe searchers NCCE- Creating media- Digital Photos	We are not online bullies NCCE- Programming B- Quizzes
Year 3	We are Year 3 rule writers NCCE-Computing systems and networks- Connecting computers	We are digital friends NCCE – Programming B: Events and Actions	We are internet detectives NCCE- Creating Media-Stop-Frame Animation
Year 4	We are Year 4 rule writers NCCE – Computing Systems and Networks: The Internet	We are standing up to peer pressure NCCE – Creating Media- Audio Production	We are aware that our online content lasts forever NCCE- Programming B- Repetition in games
Year 5	We are Year 5 rule writers NCCE – Computing Systems and Networks: Sharing Information	We are responsible for our online actions NCCE-Programming B- Selection in Physical Computing	We are content evaluators NCCE – Programming B- Selection in quizzes
Year 6	We are online safety ambassadors NCCE- Data and information- Internet Communication	We will not share inappropriate images NCCE – Computing Systems and Networks – Webpage Creation	We are safe social networkers NCCE-Programming A- Variables in games

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Design Technology at Matford Brook Academy

Overview

Design and Technology is an inspiring, rigorous and practical subject. It encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Matford Brook Academy, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children are given the opportunity to solve real and relevant problems in D&T lessons, which means that they develop essential everyday skills, unlocking their ability to be the designers and innovators of tomorrow.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- Be encouraged to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Make links with work to other disciplines such as mathematics, science, engineering, computing and art.
- Understand the importance of the design process and learn through rigorous evaluation, how to make improvements that will feed into future projects.

By the end of Early Years, pupils can…

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Safely use and explore a variety of materials, tools and techniques,
- experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

By the end of KS1, pupils can…

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Food and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

By the end of KS2, pupils can:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks
- [for example, cutting, shaping, joining and finishing], accurately
  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Food and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown,
- reared, caught and processed.

In order to achieve a true understanding of DT, topics are sequenced based on the following rationale:

- The three main strands of the National Curriculum will be followed: ***Design, Make, Evaluate***.
- Each year group follows a structured programme of work allowing them to put their learning from other areas of the curriculum into practice. This ensures that knowledge and skills develop progressively from the youngest to the oldest children in school.
- The emphasis is upon designing, developing and making good quality products with a purpose. A wide range of materials is used including wood, plastic sheeting, card, paper, textiles and food as well as graphic media.
- At all stages, the children are encouraged to find solutions to problems through evaluation of their own pieces of work as well as those of established designers.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

The DT curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At primary, children are tracked against the National Curriculum progression and assessed during and at the end of the cycle. Underachievement is identified and students are targeted in lessons to meet the objectives, through 1:1 support and small group work and feedback.
- Feedback is information given to the pupil or teacher about the learner's performance relative to learning goals or outcomes. The aim of feedback is to improve student learning by redirecting or refocusing the learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests.
- Quality teaching and lesson content will ensure that all pupils can succeed and use the design booklets to track this process.
- Once identified, these pupils, along with others, will receive quality feedback and will benefit from peer tutoring and collaborative learning.

We fully believe DT can contribute to the personal development of students at Matford Brook Academy:

- Students will use, research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world Technical knowledge.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products. Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products.
- Key skills and key knowledge for Design & Technology have been mapped across the school to ensure progression between year groups. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons can also be taught as a block so that children's learning is focused throughout each unit of work.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Autumn	Spring	Summer
Nursery	In Nursery, children will begin to explore different materials and textures.		
Reception	In Reception: Structures; Junk modelling / Textiles; Making a bookmark / Structures; Boats		
Year 1	Puppets	Constructing a windmill	Fruit and vegetables
Year 2	Baby bear's chair	Making a moving monster or Ferris wheel	Pouches
Year 3	Electronic charm	Eating seasonally	Constructing a castle
Year 4	Pavilions	Making a slingshot car	Torches
Year 5	What could be healthier?	Making a pop-up book	Doodlers
Year 6	Waistcoats	Playgrounds	Navigating the world

Key **Electronic Systems** **Textiles** **Structure** **Digital World** **Food Technology** **Mechanical System**

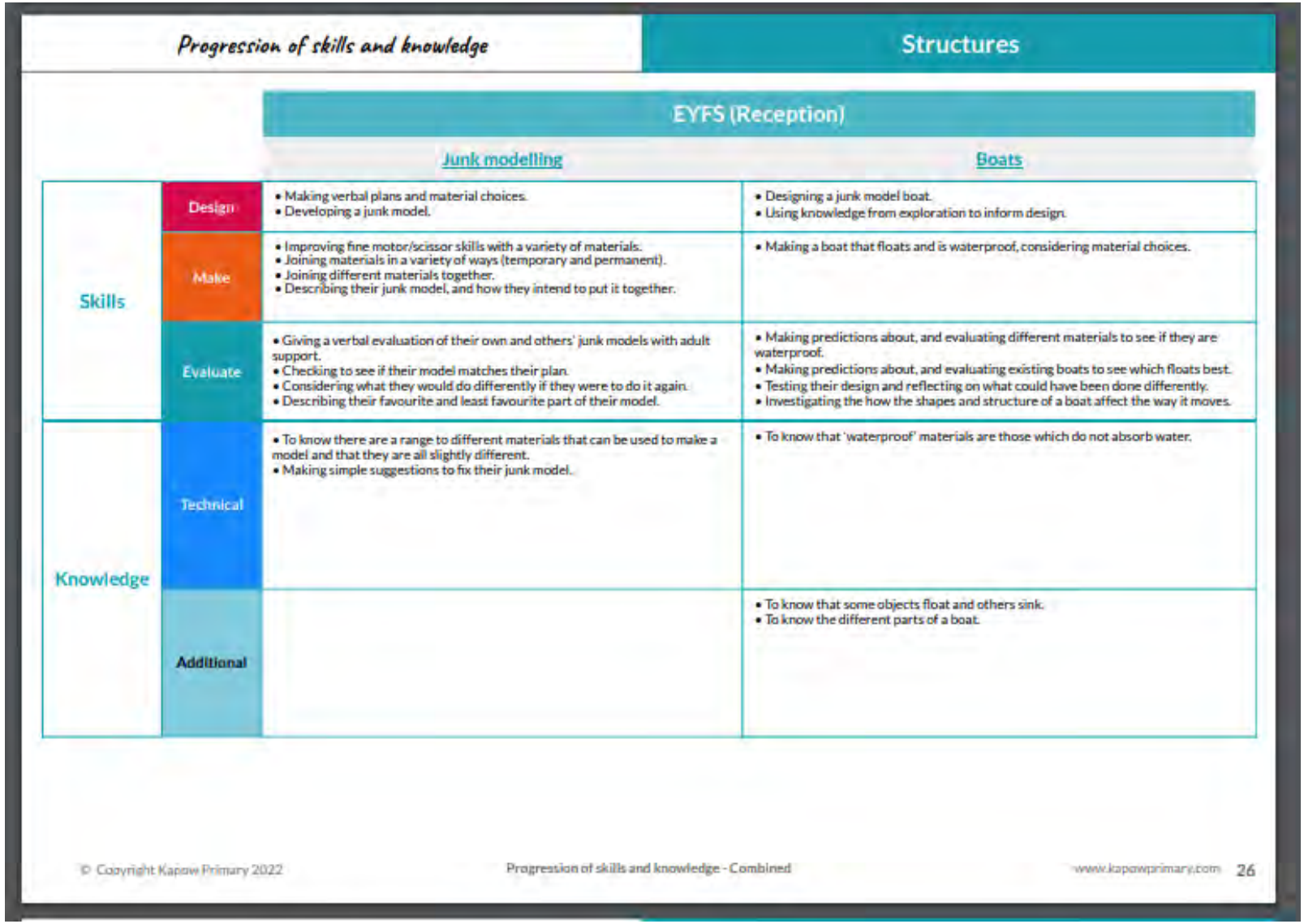
Our Spiral Curriculum

For Design and technology, the combined Art and DT curriculum includes carefully selected units to ensure gradual progression towards the National curriculum end of key stage attainment targets and to cover all of the four strands (Design, Make, Evaluate and Technical Knowledge) in enough detail.

Some key areas appear less frequently than others, for example Textiles, and this is deliberate. The National curriculum statements show that working with textiles is only a small element of the Make strand and many of the making techniques covered in the Textiles units are also covered with a range of materials in other units, such as the use of templates, modelling, measuring and marking out, cutting, shaping and joining.

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in DT at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's DT journey at Matford Brook Academy.

Nursery and Reception



Progression of skills and knowledge — **Structures**

EYFS (Reception)

		Junk modelling	Boats
Skills	Design	• Making verbal plans and material choices. • Developing a junk model.	• Designing a junk model boat. • Using knowledge from exploration to inform design.
	Make	• Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together.	• Making a boat that floats and is waterproof, considering material choices.
	Evaluate	• Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model.	• Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and structure of a boat affect the way it moves.
Knowledge	Technical	• To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model.	• To know that 'waterproof' materials are those which do not absorb water.
	Additional		• To know that some objects float and others sink. • To know the different parts of a boat.

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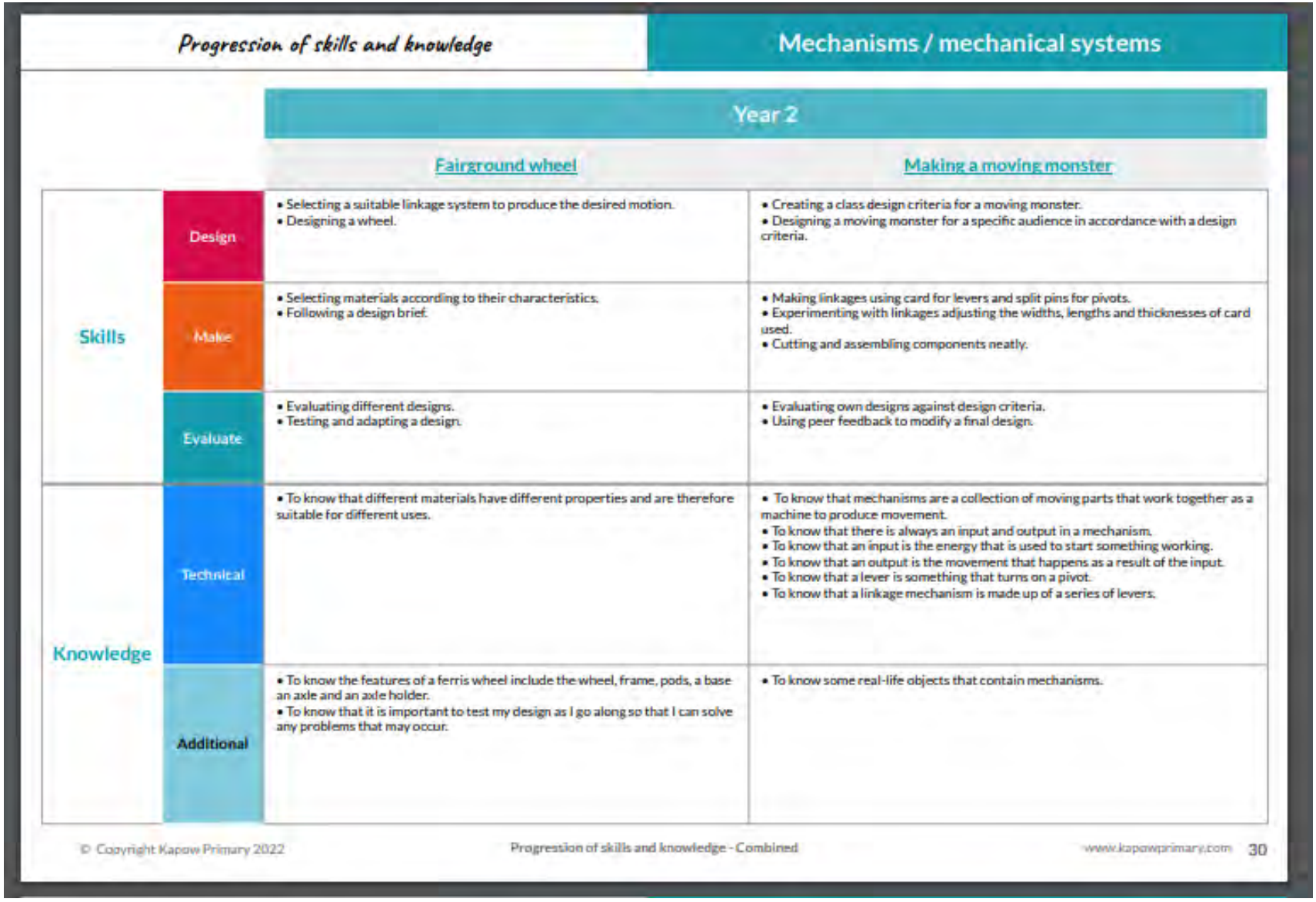
Year 1 and Year 2

Progression of skills and knowledge		Structures	
		Year 1	Year 2
		Constructing a windmill	Baby bear's chair
Skills	Design	• Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design.	• Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.
	Make	• Making stable structures from card, tape and glue. • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure.	• Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.
	Evaluate	• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't • Suggest points for improvements	• Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure.
Knowledge	Technical	• To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together.	• To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily.
	Additional	• To know that a client is the person I am designing for. • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure.	• To know that natural structures are those found in nature. • To know that man-made structures are those made by people.

	Cooking and nutrition	Textiles
	Year 1	Year 1
	Fruit and vegetables	Puppets
Design	• Designing smoothie carton packaging by-hand or on ICT software.	• Using a template to create a design for a puppet
Make	• Chopping fruit and vegetables safely to make a smoothie. • Identifying if a food is a fruit or a vegetable. • Learning where and how fruits and vegetables grow.	• Cutting fabric neatly with scissors • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction
Evaluate	• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging.	• Reflecting on a finished product, explaining likes and dislikes
Knowledge	• Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• To know that 'joining technique' means connecting two pieces of material together • To know that there are various temporary methods of joining fabric by using staples, glue or pins • To understand that different techniques for joining materials can be used for different purposes • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times • To know that drawing a design idea is useful to see how an idea will look



Progression of skills and knowledge

Mechanisms / mechanical systems

Year 2

		Fairground wheel	Making a moving monster
Skills	Design	• Selecting a suitable linkage system to produce the desired motion. • Designing a wheel.	• Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria.
	Make	• Selecting materials according to their characteristics. • Following a design brief.	• Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly.
	Evaluate	• Evaluating different designs. • Testing and adapting a design.	• Evaluating own designs against design criteria. • Using peer feedback to modify a final design.
Knowledge	Technical	• To know that different materials have different properties and are therefore suitable for different uses.	• To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.
	Additional	• To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur.	• To know some real-life objects that contain mechanisms.

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Year 3 and Year 4

Progression of skills and knowledge		Structures	
		Year 3	Year 4
		Constructing a castle	Pavilions
Skills	Design	• Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software.	• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight.
	Make	• Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials.	• Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials.
	Evaluate	• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.	•Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.
Knowledge	Technical	• To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures.	• To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own.
	Additional	• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product.	• To know that a pavilion is a a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.

Digital world (KS2 only)

Year 3

Electronic charm

Design	• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas • Developing design ideas for a technology pouch • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge
Make	• Using a template when cutting and assembling the pouch • Following a list of design requirements • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch • Applying functional features such as using foam to create soft buttons
Evaluate	• Analysing and evaluating an existing product • Identifying the key features of a pouch
Technical	• To understand that in programming a 'loop' is code that repeats something again and again until stopped • To know that a Micro bit is a pocket-sized, codeable computer • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm
Additional	•To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result •To know that in Design and technology the term 'smart' means a programmed product •To know the difference between analogue and digital technologies • To understand what is meant by 'point of sale display' • To know that CAD stands for Computer-aided design

Cooking and nutrition

Year 3

Eating seasonally

• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.
• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe.
• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.
• To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits.

Electrical systems (KS2 only)

		Year 4
		Torches
Skills	Design	• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.
	Make	• Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.
	Evaluate	• Evaluating electrical products. • Testing and evaluating the success of a final product.
Knowledge	Technical	• To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit.
	Additional	• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.

Mechanisms / mechanical systems

Year 4
Making a slingshot car
• Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design.
• Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.
• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
• To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.
• To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. •To know that it is important to assess and evaluate design ideas and models against a list of design criteria.

Year 5

Electrical systems (KS2 only)

Year 5

Doodlers

- Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product.
- Developing design criteria based on findings from investigating existing products.
- Developing design criteria that clarifies the target user.

- Altering a product's form and function by tinkering with its configuration.
- Making a functional series circuit, incorporating a motor.
- Constructing a product with consideration for the design criteria.
- Breaking down the construction process into steps so that others can make the product.

- Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.
- Determining which parts of a product affect its function and which parts affect its form.
- Analysing whether changes in configuration positively or negatively affect an existing product.
- Peer evaluating a set of instructions to build a product.

- To know that series circuits only have one direction for the electricity to flow.
- To know when there is a break in a series circuit, all components turn off.
- To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.
- To know a motorised product is one which uses a motor to function.

- To know that product analysis is critiquing the strengths and weaknesses of a product.
- To know that 'configuration' means how the parts of a product are arranged.

Mechanisms / mechanical systems

Year 5

Making a pop up book

- Designing a pop-up book which uses a mixture of structures and mechanisms.
- Naming each mechanism, input and output accurately.
- Storyboarding ideas for a book.

- Following a design brief to make a pop up book, neatly and with focus on accuracy.
- Making mechanisms and/or structures using sliders, pivots and folds to produce movement.
- Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.

- Evaluating the work of others and receiving feedback on own work.
- Suggesting points for improvement.

- To know that mechanisms control movement.
- To understand that mechanisms can be used to change one kind of motion into another.
- To understand how to use sliders, pivots and folds to create paper-based mechanisms.

- To know that a design brief is a description of what I am going to design and make.
- To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.

Cooking and nutrition

What could be healthier?

Skills

Design

- Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.
- Writing an amended method for a recipe to incorporate the relevant changes to ingredients.
- Designing appealing packaging to reflect a recipe.

Make

- Cutting and preparing vegetables safely.
- Using equipment safely, including knives, hot pans and hobs.
- Knowing how to avoid cross-contamination.
- Following a step by step method carefully to make a recipe.

Evaluate

- Identifying the nutritional differences between different products and recipes.
- Identifying and describing healthy benefits of food groups.

Knowledge

- To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues.
- To know that I can adapt a recipe to make it healthier by substituting ingredients.
- To know that I can use a nutritional calculator to see how healthy a food option is.
- To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.

Year 6

Structures		Playgrounds
Skills	Design	• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
	Make	• Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures.
	Evaluate	• Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
Knowledge	Technical	• To know that structures can be strengthened by manipulating materials and shapes.
	Additional	• To understand what a 'footprint plan' is. • To understand that in the real world, design , can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea.

Digital world (KS2 only)	Year 6	Navigating the world
		• Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD
		• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N.E. S.W cardinal compass
		• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
		• To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input
		• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing

Textiles

Waistcoats

- Designing a waistcoat in accordance to a specification linked to set of design criteria.
- Annotating designs, to explain their decisions.

- Using a template when cutting fabric to ensure they achieve the correct shape.
- Using pins effectively to secure a template to fabric without creases or bulges.
- Marking and cutting fabric accurately, in accordance with their design.
- Sewing a strong running stitch, making small, neat stitches and following the edge.
- Tying strong knots.
- Decorating a waistcoat, attaching features (such as appliqué) using thread.
- Finishing the waistcoat with a secure fastening (such as buttons).
- Learning different decorative stitches.
- Sewing accurately with evenly spaced, neat stitches.

- Reflecting on their work continually throughout the design, make and evaluate process.

- To understand that it is important to design clothing with the client/ target customer in mind.
- To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.
- To understand the importance of consistently sized stitches.

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English at
Matford Brook Academy School

Overview

At Matford Brook Academy , we endeavour to create a love for writing. We want every child to leave Matford Brook Academywith the skills of an excellent writer who:

- Aspires to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neatly;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Matford Brook Academy , children develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject, not just in English lessons, and place great importance on the planning, drafting, editing and rewriting process when writing at length.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

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

By the end of Early Years, pupils will be able to:

Communication and Interaction:
Maintain attention, concentrates and sits quietly during appropriate English activities; responds to instructions involving a two-part sequence; understands humour (e.g. nonsense rhymes); extends vocabulary, especially by grouping and naming; exploring the meaning and sounds of new words; two-channelled attention, listening for a short span; able to follow a story without pictures and prompts; uses language to imagine and recreate roles and experiences in play situations; listens and responds to ideas expressed by others in conversation or discussion; links statements and sticks to a main theme or intention.

Reading:
Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; links sounds to letters, naming and sounding the letters of the alphabet; Begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; Links sounds to letters, naming and sounding the letters of the alphabet; begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words; They demonstrate understanding when talking with others about what they have read.

Writing:
Gives meaning to marks they make as they draw, write and paint; Begins to break the flow of speech into words; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together; Links sounds to letters, naming and sounding the letters of the alphabet; Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

By the end of KS1, pupils can…

Reading

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes[1]
- read most common exception words*.

In age-appropriate[1] books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)^
- use the diagonal and horizontal strokes needed to join some letters.

By the end of KS2, pupils can…

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

In order to achieve a true understanding of English, topics are sequenced based on the following rationale:

- At MATFORD BROOK ACADEMY , we believe that a quality English curriculum should develop children's love of reading, writing and discussion, underpinning writing across the curriculum.
- Our aim is to inspire an appreciation of our rich and varied literary heritage and promote a habit of reading widely and often.
- Nurturing a culture where children take pride in their writing, we teach pupils to write clearly and accurately and adapt their language and style for a range of contexts.
- We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning.
- Our topics are sequenced to build on prior knowledge and skills and to build on and deepen previous learning.
- Our pupils benefit from a text-rich, intelligently-sequenced collection of planning and resources.
- Our teachers use clear assessment – English and Guided Reading books alongside formative and summative assessment (NFER/Little Wandle) to monitor/assess understanding and progress throughout the year.
- At MATFORD BROOK ACADEMY , we follow and use Little Wandle Letters and Sounds Revised program of phonics study to underpin the teaching of reading from Nursery through to Year 6. It is a fully comprehensive systematic and synthetic phonics program which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Pupils at all phases are assessed to ensure that phonic knowledge is secure. Keep Up intervention is used for any pupils requiring phonic intervention.
- In practice, students from Nursery to Year 6 are exposed to comprehensively planned, daily English lessons (covering speaking, listening, reading and writing). Teachers ensure full coverage of the NC whilst building on pupils' understanding and skills as they move through the school.

The English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students experiencing disadvantage or vulnerability do not always have same level of social/cultural competence, capital and experiences as non-disadvantaged peers. At MATFORD BROOK ACADEMY we aim to improve the cultural capital of these pupils through: high quality selection of texts which form the basis for writing sequences; daily exposure to high quality texts through reading; ensuring all pupils have access to these texts in and out of school; celebrations such as World Book Day and author visits; aiming for every child to leave MATFORD BROOK ACADEMY as a fluent and avid reader and writer to enable them to access further education successfully.
- The English curriculum encourages exposure to different cultures and ways of life through a variety of texts in both reading and writing.
- It encourages pupils to express their views through speaking, listening, discussion and eventually, writing.

- Special educational needs/disabilities are given extra support through differentiated resources to scaffold their learning and TA support when needed. E.g. Vocabulary support, pre-teaching, small group work.
- Little Wandle Keep Up program and Little Wandle Rapid Catch Up is utilised to support children requiring phonic intervention.

We fully believe English can contribute to the personal development of students at Matford Brook Academy:

- English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; and it is therefore central to pupil's personal development to learning to speak, read and write fluently and confidently.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in English at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's English journey at Matford Brook Academy.

Nursery

		Autumn	Spring		Summer	
Nursery		**Communication and language**: The aim is to support children's development of C&L and narrative skills – from raising awareness of the individual components of a simple story, to retelling a story and then generating their own ideas for stories.				
	Key Texts	Key texts are chosen from Foundation Stage 'recommended book lists', for children to become familiar with; they link with the Narrative work (see left) and provide the context for learning in Understanding the World and Expressive Arts and Design				
		Owl Babies; Goldilocks and The Three Bears ; So Much; It's My Birthday; The Enormous Turnip; Handa's Surprise; Room on a Broom; 10 in the bed; Farmer Duck; Nursery Rhymes/Each Peach Pear Plum	We're going on a Bear Hunt; Bear under the stairs; Naughty Bus; The Something; Oi Frog; Shark in the Park; Lost and Found; The Gruffalo; Whatever next?; Rosie's Walk	Peace at Last; Bears don't eat egg sandwiches; The Very Hungry Caterpillar	The Red Ripe Strawberry and the Big Hungry Bear; Dear Mother Goose; The Ravenous Beast; Three Little Pigs; On the Way Home Avocado baby; The Elephant and the Bad Baby	Jack and the Beanstalk; The little Red Hen; Harold and the Purple Crayon; Dogs love to draw; This is not my hat; Commotion in the Ocean; Night Pirates Zog
	Black Sheep Narrative	Narrative component: Who?	Narrative Component: Where?	Narrative component: When? Timelines	Narrative component: What happened? What happened Next?	
	Vocabulary	**New vocabulary:** for each text chosen, a common/basic word is 'grown' to support vocabulary development (*re: know, grow, show*). Children are introduced to synonyms for words they know and they are encouraged to use/show these in their speaking; later in their writing.				
	Handwriting	**Literacy** Literacy (L) is planned using the Development Matters guidance. It is taught directly each day. Letters and Sounds phase 1 guidance (2007) is used to support development of children's phonological awareness (see Phonics below)				
	Phonics	Settling in/on-entry assessments) Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion	Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds		Aspect 7: Oral blending and segmenting (throughout term) (Consolidation/on- exit assessments)	
	Handwriting	**Developing gross motor skills** 1 Whole-body responses to the language of movement 2 Large movements with equipment 3 Large movements with malleable materials 4 Body responses to music	**Developing fine motor skills** 5 Hand and finger play 6 Making and modelling 7 Messy play 8 Links to art 9 Using one-handed tools and equipment 10 Hand responses to music		**Developing patterns and basic letter movements** 11 Pattern-making 12 Investigating dots 13 Investigating straight lines and crosses 14 Investigating circles 15 Investigating curves, loops and waves 16 Investigating joined straight lines and angled patterns 17 Investigating eights and spirals Write own name using correctly formed letters	

Reception

		Autumn	Spring		Summer
Reception		**Communication and language**: the aim is to support children's development of C&L and narrative skills – from raising awareness of the individual components of a simple story, to retelling a story and then generating their own ideas for stories.			
	Core Texts	Key texts are chosen from Foundation Stage 'recommended book lists', for children to become familiar with; they link with the Narrative work (see left) and provide the context for learning in Understanding the World and Expressive Arts and Design			
		Owl Babies; Goldilocks and The Three Bears ; So Much; It's My Birthday; The Enormous Turnip; Handa's Surprise; Room on a Broom; 10 in the bed; Farmer Duck; Nursery Rhymes/Each Peach Pear Plum	We're going on a Bear Hunt; Bear under the stairs; Naughty Bus; The Something; Oi Frog; Shark in the Park; Lost and Found; The Gruffalo; Whatever next?; Rosie's Walk	Peace at Last; Bears don't eat egg sandwiches; The Very Hungry Caterpillar	The Red Ripe Strawberry and the Big Hungry Bear; Dear Mother Goose; The Ravenous Beast; Three Little Pigs; On the Way Home Avocado baby; The Elephant and the Bad Baby; Jack and the Beanstalk; The little Red Hen; Harold and the Purple Crayon; Dogs love to draw; This is not my hat; Commotion in the Ocean; Night Pirates Zog
	Black Sheep Narrative	Narrative component: Who?	Narrative component: Where?	Narrative component: When? Intro. to timelines	Narrative component: What happened? What happened next?
	Vocabulary	**New vocabulary:** for each text chosen, a common/basic word is 'grown' to support vocabulary development (*re: know, grow, show*). Children are introduced to synonyms for words they know and they are encouraged to use/show these in their speaking; later in their writing.			
		Literacy (L) is planned using the Development Matters guidance and the Little Wandle programme. It is taught directly each day.			
	Phonics	**See Little Wandle Planning**			
	Handwriting	Dots, Straight lines and crosses, Circles, Waves, Loops and bridges, Joined straight lines, Angled patterns, Eights, Spirals, Left to right orientation Mix of patterns, Review of patterns	Long-legged giraffe letters: l, l, u, t, j, y, One-armed robot letters: r, b, n, h, m, k, p		Curly caterpillar letters: c, a, d, o, s, g, q, e, f Zig-zag monster letters: z, v, w, x,
	Spelling	NA			

Year 1&2 Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonics and Word Focus **Letter Formation and Handwriting**					
Core Texts	**Fiction** **How to Wash a Woolly Mammoth** A hilarious, rollicking picture book that lets children revel in silly step-by-step fun—while giggling through every wonderfully woolly rhyme! **The Day Louis Got Eaten** A zany, fast-paced picture book that takes children on a rhyme-filled chase—packed with surprises, creatures, and plenty of giggles along the way!	**Poetic Text** **My First Book of the Sea** A gentle, poetic picture book inviting children to explore the wonders of the sea—full of calming rhythms, vivid imagery, and a sense of ocean adventure. **Fiction: Traditional Tale** **The Three Little Pigs** A classic, lively tale told with rhythmic repetition—giving children the joy of joining in as the three pigs outsmart the big, bad wolf!	**Poetry** **Oi Frog!** A humorous poetic picture book, which will give children the opportunity to explore rhyming words, as well as the opportunity for a giggle! **Non-Fiction** **Creature Features** A quirky, fact-filled picture book where animals answer curious questions about their unusual features—fun, funny, and bursting with fascinating facts!	**Fiction** **Stella and The Seagull** A warm, uplifting picture book about friendship and caring for the planet—inviting children to join Stella and her seagull friend on a gentle, hopeful adventure. **The Train Ride** This is a rhythmic journey story of a little girl and her mother taking a train ride through the countryside. This book will enable children to innovate and think about journeys they have been on in and around Exeter, which they will explore further through Geography topics.	**Fiction** **I Love Bugs** A lively, engaging picture book that introduces children to the fascinating world of bugs—packed with fun facts, colorful illustrations, and plenty of curiosity-sparking surprises! **Stuck** A very funny cumulative story where a kite gets stuck in the tree and then other things are thrown up to try and release it. A good text to use to teach structure.	**Fiction** **Fatou Fetch The Water** This is a journey story, similar to Handa's Surprise, with more detail and a slightly more patterned text. A charming tale of the joys of both giving and receiving, which includes a fun facts section about the culture and traditions of The Gambia where the story is set, providing opportunities for children to link to their Geography learning on climates around the world. **Non-Fiction** **Weather** A clear, informative picture book that introduces young readers to different

						types of weather—helping them explore, observe, and understand the world around them.
Grammar and Punctuation	**Terminology for Pupils** Letter, capital letter, word, plural, sentence, full stop, question mark, exclamation mark, prefix, suffix, singular, plural, verb, adjective, noun, proper noun, conjunction (and, because)					
Handwriting	Handwriting teaching is embedded into English lessons and across the curriculum.					
Phonics	**Little Wandle Programme followed**					

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	See 1/2 rolling programme for texts					
Grammar and Punctuation	**Terminology for Pupils** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma					
Spelling	Please refer to the Little Wandle Spelling Programme for overview of spelling progression Phonics intervention for children who did not pass screening					
Handwriting	Handwriting teaching is embedded into English lessons and across the curriculum.					
Phonics	Little Wandle Letters and Sounds Revised Phase 3/4/5 Keep Up program for children who did not pass screening or who need review.					

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Languages at Matford Brook Academy

Overview

Bienvenue à Matford Brook Academy! Spanish at Matford Brook Academy is the study of the Spanish language whilst also providing students with a profound understanding and appreciation of Spanish language and culture. Our high-quality Spanish curriculum (SALUT) fosters children's curiosity and deepen their understanding of the world. The teaching of Spanish for all pupils at KS1 and 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- begin to explore the culture and history of Spainand the Spanish language. Students will begin to know how to communicate, for a variety of different purposes. Students will be able to communicate with growing confidence about themselves and the world around them.
- understand why the study of an additional language is a valuable pursuit. Students will understand that a deep understanding of another language and its culture enriches their own lives.

In order to achieve a true understanding of Spanish , topics are sequenced based on the following rationale:

- The Matford Brook Academy Spanish curriculum is built upon the linguistic concepts of lexicogrammar. Lexicogrammar is a term used in systemic functional linguistics and emphasises the importance of recognising the interdependence of- and continuity between- vocabulary (lexis) and syntax (grammar). We avoid thinking solely of grammar and vocabulary as discrete, separate, phenomena. This concept has recently been popularised and elaborated upon by Gianfranco Conti and Steve Smith. For further reading, see Chapter 5 of 'The Language Teacher Toolkit' by Conti and Smith.
- In practice, this means that students from Years 4 to 6 will have limited exposure to grammatical concepts in isolation. Knowledge of grammatical and phonetical concepts is systematically revisited and reinforced in every lesson. Vocabulary and knowledge are also introduced in different contexts in order to support flexible application or, put more simply, to avoid students learning it by rote.
- However, an explicit understanding of how to manipulate grammatical structures is a crucial skill, particularly for more complex translations moving towards KS3. Therefore, students revisit grammatical and phonetical concepts each lesson.

The Spanishcurriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Oracy can be a key determining factor in a child's future social and, ultimately, professional success. Unfortunately, students experiencing disadvantage or vulnerability do not always have

the same level of social and cultural competence as their non-disadvantaged peers. As a result, the Spanish curriculum strongly promotes the development of expressing oneself on a variety of topics in a public setting.

- The curriculum aims to normalised speaking confidently in front of others by practising vocabulary through chanting, song performance, rhyme and verbal recall.
- Students will also independently answer questions in short, full, Spanish sentences in front of their peers. From Year 4 onwards, students will learn how to synthesise their knowledge and deliver short presentations in front of their peers. As students move through the school, they will frequently express their views in class to both their peers and teachers.
- In Year 5, children will get the chance to communicate in writing with a child from a Spanish school (*Una escuela española*). In the summer term, they will also get the chance to communicate in Spanish orally with their Spanish peers via digital media.
- Students with special educational needs or disabilities are given extra support. For example, students who are new to English, or have profound barriers to learning, are taught a differentiated curriculum with additional scaffolds. This provides them with the essential powerful knowledge needed to take part in the curriculum proper with their peers.
- Disadvantaged students and those from identified underrepresented groups receive priority for extra support so that every opportunity to close the advantage gap is capitalised on. In practice, this could be working with an additional TA where possible.

We fully believe Spanish can contribute to the personal development of students at Matford Brook Academy:

- Students will develop their social competence in Spanish. Amongst other things, students will learn how to work with others through practising their speaking skills on a weekly basis. They will develop their understanding of how people from different communities and countries have different value sets through the study of Spain and will develop their ability to speak formally.
- Students of Matford Brook Academy will develop their understanding and appreciation of different cultural backgrounds. Language and culture are inextricably linked. The teaching of Spanish provides exposition of cultural differences.
- Many of the contexts in which students practice their use of the target language facilitate opportunities for personal development. Over the course of their time at Matford Brook Academy, students will study a wide variety of topics detailed below.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

<u>Our Spiral Curriculum</u>

Children in Key Stage 2 are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Spanish at each stage of their primary education through starting from year 4. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Spanish journey at Matford Brook Academy.

Curriculum Overview with Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2	My name is, I am x years old Following instructions	Hello, How are you? What is your name? How old are you?	Parts of the body, clothes,	Days of the week Months	Songs	Review
Year 3	Core Unit 1	Core Unit 2	Core Unit 3	At School	My Home	Describing People
Year 4	Playtime	My Home	My Town	Describing People	The Body	Sport
Year 5	On Holiday	Eating out Christmas Cards sent/ received to Spanish friends	Hobbies	A school trip	The seasons	The environment All about Me letters sent/received to Spanish friends
Year 6	Actions	In France Paris Residential	Family	A weekend with friends Spanish Game Afternoon	The future	Jobs

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Topic**	**Core Unit 1**	**Core Unit 2**	**Core Unit 3**	**At School**	**My Home**	**Describing People**
	Knowledge Introduced	Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family	Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes	Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays	Saying how they travel to school Naming places in school and school subjects Listing the contents of their pencil case Telling the time	Saying where they live commands (imperatives) Identifying a variety of rooms and types of furniture. Saying what is in the kitchen. Describing their daily routine,	Saying colours that are useful for describing hair and eyes Describing physical features Describing a person's personality Saying what they are wearing Using "*il*" and "*elle*" with "*être*" and "*avoir*"
	Knowledge Revisited	To make links to previous learning/songs in English	Greetings Numbers 1-10	French numbers to 20 The song "Head, Shoulders, Knees and Toes" The tune of "Happy Birthday to You"	Days of the week Numbers 1-12 for telling the time *"Il y a…"* Using "*voici*" to introduce a noun	Using "*c'est*" Using "*il y a*" Colours and numbers	"*oui*" and "*non*" Basic French colours
	Grammar Introduced & Revisited	Masculine and feminine nouns Plural nouns Adjective position Adjective agreement Adding e to adjectives		Pronouns; Verbs- negative sentences; Conjugating verbs; Tricky verbs; Question words; Forming questions		Revise nouns and articles Revise adjectives Revise pronouns and verbs Revise questions	
	Phonics Introduced and Revisited	A-F M-R S-Z *Recap*		More vowels Nasal sounds Silent letters Tricky sounds		Tricky sounds and similar sounds; Simple vowel sounds; *More vowels; Nasal sounds;* Complicated consonants; Silent letters; Tricky sounds; Alphabet; Simple vowels; More sounds; Nasal sounds	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	**Topic**	**Core Unit 1**	**Core Unit 2**	**Core Unit 3**	**Food**	**Playtime**	**My Town**
	Knowledge Introduced	Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family	Saying the days of the week Naming colours Counting between 11 and 20 Naming countries	Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays	Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery	Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games	Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops

			Expressing likes and dislikes		Saying what they would like to have Understanding cooking instructions	Using "*j'aime*" with another verb Saying what and where they like to play	Saying the names of items, you might buy in a shop
	Knowledge Revisited	To make links to previous learning/songs in English	Greetings Numbers 1-10		Greetings for use in role play *ne… pas* Numbers and colours for some of the activities	*"J'aime…"* Using "*c'est*" "*Qu'est-ce que c'est?*"	Familiarity with the euro symbol (€) Numbers Familiarity with money in English *"Il y a…"* Confidence with giving directions
	Grammar Introduced & Revisited	Masculine and feminine nouns Plural nouns Adjective position Adjective agreement Adding e to adjectives		*Masculine and feminine nouns* *Plural nouns* *Adjective position* *Adjective agreement* *Adding e to adjectives*		Tricky verbs; Question words; Masculine and feminine nouns; *Making plural nouns*; Articles for plural nouns; *Adjective position*; *Adjective agreement*; *Adding e to adjectives*; Trickier adjectives; Plural agreement; Possessive adjectives	
	Phonics Introduced and Revisited	A-F M-R S-Z *Recap*		More vowels Nasal sounds Silent letters Tricky sounds		Tricky sounds and similar sounds; Simple vowel sounds; *More vowels; Nasal sounds;* Complicated consonants; Silent letters; Tricky sounds; Alphabet; Simple vowels; More sounds; Nasal sounds	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	**Topic**	**Core Unit 1**	**Core Unit 2**	**Core Unit 3**	**Food**	**Playtime**	**My Town**
	Knowledge Introduced	Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family	Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes	Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays	Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions	Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games Using "*j'aime*" with another verb Saying what and where they like to play	Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of items, you might buy in a shop
	Knowledge Revisited	To make links to previous learning/songs in English	Greetings Numbers 1-10		Greetings for use in role play *ne… pas* Numbers and colours for some of the activities	*"J'aime…"* Using "*c'est*" "*Qu'est-ce que c'est?*"	Familiarity with the euro symbol (€) Numbers Familiarity with money in English *"Il y a…"* Confidence with giving directions
	Grammar Introduced & Revisited	Masculine and feminine nouns Plural nouns Adjective position Adjective agreement Adding e to adjectives		*Masculine and feminine nouns* *Plural nouns* *Adjective position* *Adjective agreement* *Adding e to adjectives*		Tricky verbs; Question words; Masculine and feminine nouns; *Making plural nouns*; Articles for plural nouns; *Adjective position*; *Adjective agreement*; *Adding e to adjectives*; Trickier adjectives; Plural agreement; Possessive adjectives	
	Phonics Introduced and Revisited	A-F M-R S-Z *Recap*		More vowels Nasal sounds Silent letters Tricky sounds		Tricky sounds and similar sounds; Simple vowel sounds; *More vowels; Nasal sounds;* Complicated consonants; Silent letters; Tricky sounds; Alphabet; Simple vowels; More sounds; Nasal sounds	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Topic**	**On Holiday**	**Eating Out**	**Hobbies**	**A school trip**	**The Seasons**	**The Environment**
	Knowledge Introduced	More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense	Asking for items in a shop or restaurant Asking how much things cost Some basic weights How to order for others in a restaurant	Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments, they play Talking about different types of film	The perfect past tense The future tense Some common verbs Vocabulary associated with a trip to a museum and the countryside.	The names of seasons Talking about seasonal activities Saying the date and when their birthday is Naming craft materials Following craft instructions	Saying what the weather is like Naming garden creatures Talking about garden activities Talking about recycling
	Knowledge Revisited	Countries Numbers Using "*il y a…*"	Numbers Pronouns "*il*" and "*elle*" "*S'il vous plaît*" and "*merci*" Familiarity with the euro symbol Familiarity with money in English	Using "*j'aime*" Making basic negative sentences Using "*c'est…*"	Numbers 1–5 "The Wheels on the Bus" song Colours	The seasons in English "*Qu'est-ce que c'est?*" Colours	Familiarity with food chains Making negative sentences using "*ne*" and "*pas*" *"Il y a…"*
	Grammar Introduced & Revisited	*Nouns-masculine and feminine* *Nouns- plural* *Recap* *Adjective position* *Adjective agreement*		*Trickier adjectives; Plural agreement; Possessive adjectives;* Subject pronouns On; Tu/vous; *Negative sentences-verbs* *Tricky verbs*		The infinitive-verbs; The future tense- verbs; *Question words*; *Forming questions*	
	Phonics Introduced and Revisited	*Au/eau* Nasal sounds: An/en; Ain/in; Ien/ion; On/un		É-^e; *U*; Vowel sounds: Ai/ei; Oi/ou; Ui; Au/eau Nasal sounds: An/en; Ien/ion; On/un		*Complicated consonants: C / ch; R* *Silent letters: Ent; Th; other*	

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	**Topic**	**Actions**	**In France**	**Family**	**A Weekend with Friends**	**The Future**	**Jobs**
	Knowledge Introduced	Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form	Learning where some Spanishcities are located in France Talking about tourist attractions Spanish -speaking countries Naming popular Spanishfoods	Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "*on*" Vocabulary associated with birthday parties	Talking about weekend activities What would you like to do? Asking others Naming foods associated with midnight feasts Giving a reason for accepting or declining an invitation	The future tense in the first, second and third person singular and first-person plural Using adjectives to compare people More ways to describe how they are feeling	Naming a number of jobs in Spanish Saying what they want to be when they're older Naming some workplaces Saying vocabulary linked to space stations and fire stations
	Knowledge Revisited	Familiarity with the perfect past tense in Spanish	The different meanings of the pronoun "*on*". Familiarity with the points of the compass in English Numbers Understanding basic cooking instructions	Numbers Knowledge of the traditional fairy tale "Cinderella"	Understand that Spanishadjectives have masculine and feminine versions	Understanding of the future tense in English The traditional fairy tale "The Three Billy Goats Gruff"	Familiarity with the future tense in Spanish Colours
	Grammar Introduced & Revisited	*Masculine and feminine nouns; Plural nouns* *Articles for plural nouns; Adjective position* *Adjective agreement; Adding 'e' to adjectives* *Trickier adjectives;* Plural adjectives *Plural agreement;* Adjective comparisons *Possessive adjectives; Recap*		*Subject pronouns; On in Spanish ; Tu and Vous* *Negative sentences* Conjugating verbs: *Tricky verbs*; *The infinitive* The future tense The past tense		*Question words: Forming questions* *Nouns; Adjectives; Pronouns; Verbs; questions*	
	Phonics Introduced and Revisited	*Alphabet* *Simple vowels: a/a; e; o; er/ez; i/y/is* *alphabet* *single vowel sounds; more vowels* *nasal sounds; complicated consonants; silent letters*		*Vowels: ai/ei; Oi; Ou; Ui; Au/eau* *Recap* *Nasal sounds: An/en; Ien; Ion; On; Un* *Recap*		*Complicated consonants: c/ch; ll; j; r* *re-cap* *silent letters: ent; th* *other* *tricky/similar sounds: an, vs, on*	

Geography at Matford Brook Academy

Overview

Through our Geography curriculum, we aim to ignite a curiosity and fascination about the local area as well as the wider world. Our Geography curriculum equips our children with an understanding of the relationship that exists between humans and their ever-changing, physical and social environments. We use knowledge organisers and bespoke resources across KS1 and KS2 to support learning. We emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils. With a range of fieldwork opportunities from EYFS all the way to Year 6 and fully-mapped orienteering courses on site, children are exposed to a fully-enriched Geography curriculum!

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- Be able to name and locate key Geographical areas of the world. They will be able to identify the seven continents and key countries within each continent.
- Compare and contrast key physical and human geographical features of countries and continents. They will identify key landmarks from around the world.
- Understand the location of their local area. Be able to create and follow maps of increasing skill level, of their local area. Use map skills to follow and create maps of a given area.
- Understand how to interpret atlases, aerial photos and digital images to locate key physical and human geographical features across the globe.
- Make connections between current studied topics and previously taught topics. Learning will build on previous teaching.
- Understand that Geography is a continually evolving subject. Discuss current topics including global warming, extreme weather, migration and sustainability.

By the end of Early Years, pupils can…

- Use their personal experiences to increase their knowledge and sense of the world around them including meeting important members of society e.g. nurses and firefighters.
- Listen to a broad selection of stories, non- fiction, rhymes and poems to expand their knowledge of culture, society and diversity within the world around them.
- Extend their familiarity with words and enrich their vocabulary which will support later reading comprehension across the curriculum.
- Understand that there are different countries in the world and share photographs.

By the end of KS1, pupils can…

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capitals of the United Kingdom and its surrounding seas.

- Understand geographical similarities and differences through studying the physical geography of a small area of the UK and of a small contrasting non-European country.
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village factor, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (for example near and far, left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of KS2, pupils can…

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

In order to achieve a true understanding of Geography, topics are sequenced based on the following rationale:

- Topics are sequenced to build on prior knowledge and skills to build/deepen previous learning.
- Access to a knowledge-rich, intelligently-sequenced collection of planning and resources.
- Clear assessment provision - humanities books alongside booklets to monitor/assess understanding and progress.
- Use of bespoke booklets as a spring board with booklets serving to guide teaching. These can be used more stringently by teachers less confident with subject knowledge and more freely by those who feel confident. When planning, teachings focus 5 key facts/knowledge/skills they want to embed for that lesson. These are recapped later.
- Focus on active lessons – practical activities, map reading, fieldwork, discussion and debate.
- Transition over last few years. Introduction and then adaptation of bespoke booklets. Gone from lack of recall and more creative style into strong recall of knowledge. They can now recall 5 w's, key dates, maps. Strong focus on flashback (recall) from previous topics as well as previously taught subjects across year groups.
- Start of each session recap and retrieval (flashback). Focus on long term memory development. Focus on the 5 key facts/knowledge to recall by the end of the lesson.
- Variation of outcomes for each topic, some essay based but also fact files, explanation texts/posters, models, presentations and fieldwork analysis.
- Content of booklets/presentations minimized to ensure key facts and knowledge taught- each learning objective is broken down into manageable small steps.
- Adaptation of resources to include visuals for key vocabulary to support understanding for all children.
- EYFS geography taught through continuous provision. Practical application with verbal explanations. EYFS team liaising with whole school to build upon prior learning.

The Geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students experiencing disadvantage or vulnerability do not always have same level of social/cultural competence as non-disadvantaged peers.
- Geography curriculum encourages exposure to different cultures.
- Pupil's views are explored through discussion/arguments on a variety of social and cultural topics in a public setting.
- Special educational needs/disabilities receive extra support. E.g. EAL students receive pre-teaching of vocabulary, support for topic essays in the form of a scaffolded structure (pictures/questions), creation of key info questions to answer in the form of a quiz, pictorial representations to name etc.
- Differentiated application tasks allow all students exposure to the same knowledge-based learning but with differentiation to support.

We fully believe Geography can contribute to the personal development of students at Matford Brook Academy:

- Children will learn how to develop their social competence. Learn how to work with others, articulate ideas to justify their opinions.

- Develop understanding of how different communities/cultures live and make comparisons to their own culture's progression.
- Develop the ability to speak formally about a range of topics/social issues e.g. climate change, migration.

Have multiple opportunities to explore and understand right and wrong and different ethical/moral viewpoints. Importance/awareness of poverty around the world, helping in the community, civil rights, social inequality (racism, inequality of opportunity/class/money, sexism).

- Develop understanding/appreciation for different cultural backgrounds.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	In Nursery, begin to understand their world, looking at People, Culture and Communities and The Natural World.					
Reception	In Reception, continue to understand their world, looking at People, Culture and Communities and The Natural World.					
Year 1		Location, location, location		Exeter and beyond		Wonderful weather
Year 2		What a wonderful world.		Rainforests		Our food, our world!
Year 3		Mountains, Volcanoes, Earthquakes		Villages, towns and cities		Water, Weather, Climate
Year 4		Human Migration		Rivers Fieldwork: River Exe		Natural Resources
Year 5		Informal settlements		Biomes		Energy and Sustainability Fieldwork: Exeter Quay
Year 6		Local Fieldwork Fieldwork: Local Parks		Population Fieldwork: MATFORD BROOK ACADEMY		Globalisation Fieldwork: Exeter High Street

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Geography at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Geography journey at Matford Brook Academy.

Nursery and Reception

		Autumn	Spring	Summer
Nursery	**Knowledge introduced**	People, cultures and communities- Show interest in different occupations.	People, cultures and communities. Develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	People cultures and community Show interest in different occupations.
	Skills introduced	Ask questions about the world around them.	Getting information from shared texts, resources.	Learning to compare and contrast.
Reception	**Knowledge introduced**	People, culture and communities. Describing different people with different occupations.	People, culture and communities. Familiar people Nurses, doctors, postal workers	The natural world. Exploring immediate local environment.
	Skills introduced	Peer talk Comparing and contrasting		Draw information from a map. Following a basic map with support. Describe local environment.
	Knowledge revisited	People are different (nursery)	People have different occupations.	

	Skills revisited	Ask questions about the world around them.	Ask questions about the world around them.	

Year 1 and Year 2

		Autumn	Spring	Summer
Year 1	**Topic**	**Location, location, location**	**Exeter and beyond**	**Wonderful weather**
	Knowledge introduced	The four points of a compass N, S, E, W What are Geographical features- school, garden, playground. How are locations/building represented by map symbols?	Where in the world do we live? Understand the difference between a country, county and city. Understand we live in Europe, England, Devon and Exeter. What is a landmark?	How does rain fall. How do we measure different types of weather? What are some extreme types of weather? What does a meteorologist do?
	Skills introduced	How to draw an aerial map. How to interpret an aerial image. How to draw a sketch map. How to follow a map. How to identify map symbols.	Understand what an address is and write the school address. Identify local landmarks. Record a simple tally chart.	How to present a weather report. How to predict when the weather might change.
	Knowledge revisited	What is a map? What is a route?	The four compass points N, S, E, W. What is an aerial image?	What is weather?
	Skills revisited	Make a map to represent a route/part of the school.	Build upon knowledge and understanding of the world.	Build upon knowledge and understanding of the world.
Year 2	**Topic**	**What a wonderful world**	**Rainforests**	**Our world, our food**
	Knowledge introduced	What is a continent? Name the 7 continents. Locate the UK on a map. Name the four countries of the UK. Name the capital cities of each UK country. Name the 5 oceans of the world. name the seas around the UK.	Identify the layers of the rainforest. Understand where rainforests are located. Identify animals, plants and trees in the rainforest. Discuss the pros and cons of tourism.	To find out where food comes from? Compare arable and pastoral farming. To understand how and why food is imported into the UK. Discus the impact of food waste.

	Skills introduced	Identifying human and physical geographical features. Compare locations. Locating locations on a map. Label the 7 continents on a world map.	Use sources to answer questions about the rainforest- why do rainforests benefit the environment? Identify temperate and tropical rainforests on a map.	Locate countries on a world map. Locate how far food travels and the journey route on a map.
	Knowledge revisited	Where in the world do we live? Country is England, County is Devon, City is England. What is a landmark?	The 7 continents of the world. What is a continent?	7 continents of the world. 5 oceans of the world. 4 UK countries.
	Skills revisited	Identify landmarks.	Locating locations on a map.	Comparing human and physical Geographical features- factory, farm, shop

Year 3 and Year 4

		Autumn		**Summer**
Year 3	**Topic**	**Mountains, Volcanoes, Earthquakes**	**Villages, Towns, Cities**	**Water, Weather, Climate**
	Knowledge introduced	Position of the equator, northern hemisphere, southern hemisphere, Arctic and Antarctic circle. Layers of the Earth- core, outer core, crust and mantle. Understand how fold mountains are formed. Understand how volcanoes and earthquakes are formed.	Key topographical features (hills, mountains, rivers etc). How features have changed over time. Name and locate major settlements around the world. Study of some of the world's major cities. Discuss why people choose to settle in different types of settlements. Identify the differences between villages, towns, cities.	The water cycle; The difference between weather and climate; Different air masses- polar and arctic maritime, polar continental, tropical maritime and tropical continental; Discuss how the Earth's climate has changed over time.
	Skills introduced	Locating volcanoes, mountains and earthquakes on a map. Identifying volcanoes, mountains and earthquakes from aerials. Labelling parts of volcanoes and mountains.	Interpreting graphs about population. Answering key questions about settlements. Comparing and contrasting different settlement types.	How to read a weather forecast.
	Knowledge revisited	Volcanoes in Japan (year 1) Definition of human and physical geographical features. Key topographical features. 7 continents of the world (year 2) Location of major oceans. (year 2)	Name four UK countries and key cities. Physical and human geographical features of the UK. Landmarks of the UK including London landmarks. (year 1)	UK Weather patterns (year 1) The different seasons (year 1) Climate patterns (year 2)

	Skills revisited	Interpreting maps, atlases and aerial images.	Locate UK countries and capital cities on a map. Labelling continents on a map.	4 compass points (year 1)

	Topic	**Migration**	**Rivers**	**Natural Resources**
Year 4	**Knowledge introduced**	What is migration? Why do people migrate? How does migration affect people and places? What is economic migration? What is a refugee? How will climate change affect migration?	Where world rivers are located. How rivers shape the land. Which landforms are created by rivers? Looking at the impact of flooding. Why are rivers important for people?	Where are the world's natural resources? How has the use of natural resources changed? The natural resources of Chile and the UK. A look at how resource exportation causes problems. What is the circular economy?
	Skills introduced	Comparing different places and people from across the world. Debating how climate change may affect migration. Discussing profiles of refugees from across the world.	Labelling specific diagrams. Mapping the journey of a river.	Debating and discussing the longevity of the use of natural resources. How sustainable is this for the future?
	Knowledge revisited	Types of settlements. Study of climate and weather patterns.	Seas around the UK. (year 2)	rivers (Year 4 Autumn)
	Skills revisited	Comparing settlements. investigating climate patterns in the UK and other countries.	Identifying physical Geographical features UK and Non UK (yr 1, 2 and 3)	Identifying physical Geographical features UK and Non UK (YR 1, 2 and 3)

Year 5 and Year 6

		Autumn	Spring	Summer
Year 5	**Topic**	**Informal settlements**	**Biomes**	**Energy and Sustainability**
	Knowledge introduced	What is a informal settlement? Why do they develop? Looking at crimes that occur in informal settlements and thinking about how crime could be tackled.	What are the Earths biomes? What affects an ecosystem? What is the tundra? What is the taiga? What is the Savannah? How are biomes being damaged?	What is sustainability? How do we produce energy?
	Skills introduced	Comparing and contrasting different settlements. Debating challenges associated with living in an informal settlement. Discussing how life in an informal settlement could be improved.	Defining key Geographic terminology- Write a definition of a biome. Interpreting diagrams to answer questions.	Study of local area focused on energy and sustainability. Discussion on the future of energy and sustainability across the Globe. Analysing UN Sustainable Goals.
	Knowledge revisited	Physical and human features of cities. (Year 3)	Location and climate of the continents (year 2) Habitats and Geographical features of the continents (year 2)	Climate change (year 4) natural resources (year 4)
	Skills revisited	Comparing and contrasting settlements (Y3) Human and physical features of a city (Y1)	Interpreting maps from around the world (Y2) Interpreting graphs based on climate. (Y4)	Interpreting graphs to find information. Use of atlases to support finding locations.
Year 6	**Topic**	**Local Fieldwork**	**Population**	**Globalisation**
	Knowledge introduced	How fieldwork is presented. Why do Geographers need to collect data?	Why does population change? What is a population pyramid?	What is globalisation? How has globalisation changed the way we communicate? How does globalisation affect trade? What does globalisation have to do with fashion?
	Skills introduced	Carrying out fieldwork using measurements, observations, surveys and photographs. Interpreting ordinance survey maps. Collecting data over a time-period and evaluating.	Interpreting a population pyramid. Discuss how Covid has affected populations across the globe. Debate how why population rises and falls in different countries.	Considering a balanced argument within a debate/ discussion. Tracking trade routes using maps, atlases and aerial images.

		Presenting data from local fieldwork in a variety of ways including various maps, photographs and digital presentations. Using and interpreting grid references.	Discussing and debating key questions:- What challenges can an aging population present? What challenges can a growing population present?	
	Knowledge revisited	4 compass point (Year 1) 6 compass points (throughout KS2 fieldwork)	Different sizes of population across the world- Japan (Year 1) Kenya (Year 2) Settlements (year 3)	Migration (Y4) Location of Key continents/countries. Location of the seas and oceans (Y2) Comparing human physical geographical features in a variety of different countries.
	Skills revisited	Drawing a bar graph. (Y5) Using a key (Y2 upwards) Using grid lines and creating a key (UKS2) Creating sketch maps of a local area (KS1,KS2) Ley map symbols (Y1)	Interpreting a variety of maps and diagrams to retrieve statistics and data.	Using maps and atlases. Analysing data from maps, aerial images and atlases.

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History at Matford Brook Academy

Overview

History at Matford Brook Academyis the study of Britain's past and that of the wider world. Pupils should develop a curiosity about the past and equip them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Teaching provides both knowledge and skill-based learning to increase pupils' awareness of the connections to the past. We aim to ignite a curiosity and fascination about the past and think critically about how it informs their present. We use knowledge organisers and bespoke work booklets to support learning and bring this to life with a range of enrichment opportunities from EYFS to Year 6 such as our World War Two Day in Year 6 and Anglo-Saxon day in Year 3/4! Our Viking ship, which sits proudly on the school site, is a firm favourite of our pupils at playtime!

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- have knowledge and an understanding of Britain's past and how the nation has influenced and been influenced by the wider world. They will be able to communicate about themselves, comparing and contrasting learning to their own life and the world around them, whilst fostering a strong foundation for curiosity into the past.
- understand the chronological narrative of history, thinking critically about its complexity and developing perspective through analysing evidence and debating arguments. Students will recognise how historical figures and events have influenced and changed the world we live in today.

By the end of Early Years, pupils can…

- Use their personal experiences to increase their knowledge and sense of the world around them including meeting important members of society e.g. nurses and firefighters.
- Listen to a broad selection of stories, non- fiction, rhymes and poems to expand their knowledge of culture, society and diversity within the world around them.
- Extend their familiarity with words and enrich their vocabulary which will support later reading comprehension across the curriculum.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

By the end of KS1, pupils can…

- understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- have the knowledge of events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

- Identify the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- recognise significant historical events, people and places in their own locality.

By the end of KS2, pupils can recognise:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- and have the knowledge of Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

In order to achieve a true understanding of History, topics are sequenced based on the following rationale:

- Topics are sequenced so to build on prior knowledge and skills, to deepen previous learning.
- Access to a knowledge-rich, intelligently sequenced collection of planning and resources.
- A clear assessment provision with humanities books used alongside booklets to monitor and assess understanding and progress.
- We use Ted Wragg booklets as a springboard to learning, with booklets serving to guide high-quality teaching. The Ted Wragg booklets can be used more stringently by teachers less confident with subject knowledge and more freely by those who feel confident. The booklets focus on five key facts/knowledge/skills that need to be embedded for that lesson and are recapped throughout the booklet to support recall.
- There are ample opportunities to include an active element in lessons, including: drama, debate, stories.
- The transition over the last few years following the introduction of Ted Wragg booklets has improved a previous lack of recall by using a more consistent style to support the strong recall of knowledge. This includes the recall of the five w's, key historical dates and events, and maps. Matford Brook Academyhas successfully implemented a strong focus on embedding recall, which will continue to be a future focus to uphold, as well as moving into developing the 'skills' aspect of History.

- The start of each session promotes recall, with the inclusion of a recap and retrieval task, evident verbally in KS1 and written in KS2. This has supported the focus on long-term memory development.
- The immersion of the adapted Ted Wragg approach to History into KS2 has been successful and the aim this year has been to now connect KS2 with KS1 to generate a more streamlined approach to the History curriculum.
  The opportunity to adapt Ted Wragg booklets has served as an inspiration to Humanities in KS1, where the aim is next to trial an adapted version of the booklet in Year 1 and 2 to nurture skills progression at an early stage of education.
- With the term History being introduced in Year 1, EYFS aim to study the flow through periods of history rather than looking at periods as 'episodes'. Learning is immersed into many aspects and threads throughout the whole curriculum, including through continuous provision activities to spark discussion. Though history is not taught discretely, the subject takes a more egocentric approach, where there is a focus on children beginning to understand and think about the History of themselves and explore 'make sense of their own life-story and family's history'. This is achieved through regular stories, questioning and observations.

The History curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students experiencing disadvantage or vulnerability do not always have same level of social/cultural competence as non-disadvantaged peers so the history curriculum encourages exposure to different cultures.
- SEND and EAL pupils are given extra support in order to access the topics appropriately. This includes students receiving: pre-teaching of vocabulary, support for topic essays in the form of a scaffolded structure (pictures/questions), the teacher creation of key information questions to answer in the form of a quiz rather than an essay style structure, and pictorial representations of historical figures/events to name.

We fully believe History can contribute to the personal development of students at Matford Brook Academy:

- Children will learn how to develop their social competence through high quality modelling of how to work with others, articulating ideas to justify their opinions.
- Develop understanding of how different communities and cultures have lived throughout history and make comparisons to their own culture's progression.
- Multiple opportunities to explore and understand right from wrong as well as different ethical and moral viewpoints. This includes the importance and awareness of poverty around the world, helping in the community, civil rights, social inequality (racism, inequality of opportunity/class/money, sexism). Subsequently, develop their ability to speak formally about a range of topics and social issues e.g. finding out about the Civil Rights Movement in Year 6.
- Develop an understanding and appreciation for different cultural backgrounds e.g. exploring Benin Kingdom in Y5.
- Children have opportunities to discuss and share their own opinions through a termly 'big question', where they can apply their historical knowledge and understanding through justifying a question.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in History at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's History journey at Matford Brook Academy.

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	In Nursery, children will begin to learn about Past and Present.					
Reception	In Reception, children will continue to learn about Past and Present.					
Year 1	Dinosaurs		Ancient Egyptians Trip - Exeter Museum		Historical sport stars Mini-Olympics	
Year 2	Vile Victorians Trip- Powderham Castle		The Great Fire of London		World War II	
Year 3	Prehistoric Britain Trip – Kent's Cavern		Shang Dynasty		Ancient Greece Trip – Exeter Museum	
Year 4	The Romans		The Anglo-Saxon and Scots Trip - Escot		The Vikings	
Year 5	Benin Kingdom		Medieval Monarchs		Local History Trip- St Nicholas Priory	
Year 6	Industrial Revolution		Twentieth Century Conflict Event- WWII Day Visitor - University of Exeter Lecturer		Civil Rights	

Year 1 and Year 2

		Autumn	Spring	Summer
Year 1	**Topic**	**Dinosaurs**	**Ancient Egypt**	**Significant Sports Stars**
	Knowledge introduced	When were dinosaurs alive? What can we learn from fossils? Where did dinosaurs live? Extinction	Why was the River Nile important? Comparing life in Ancient Egypt to life today. Would you have liked to live in Ancient Egypt? Hieroglyphics	Where did the Olympics first begin? Ancient Olympic sports. Jesse Owens, Ellie Simmonds
	Skills introduced	Understand what a timeline is. Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago, past/present, then/now, living memory. Ask simple questions.	Use and begin to remember names and places that link to areas of study. Answer some questions verbally related to an area of study. Beginning to understand that they can find historical information in books.	Begin to make comparisons between areas of study.
	Knowledge revisited	Significant historical events	Events beyond living memory that are significant nationally or globally.	Changes within living memory revealing aspects of change in national life.
	Skills revisited	Organise events using basic chronology, recognising that things happened before they were born.		Order some events they have learnt about from furthest away to most recent with increasing accuracy.
Year 2	**Topic**	**Vile Victorians**	**The Great Fire of London**	**World War II**
	Knowledge introduced	I can compare lives of Victorians with my own life today. Victorian life and hardship. Florence Nightingale, Mary Seacole	I can order key events of the Great Fire of London. What might it have been like during the fire? I can understand how we know about the fire.	I can understand how WW2 began. I understand the Battle of Britain and the Blitz.
	Skills introduced	Draw timelines, beginning to place areas of study. Compare areas of study. Begin to identify how we know.	Justify their answers using sources or stories. Begin to identify different representations of history	Accurately order events they have learnt about from furthest away to most recent.

	Knowledge revisited	Events beyond living memory that are significant nationally or globally. Significant Individuals, people, places and historical events.	Events beyond living memory that are significant nationally or globally. Significant Individuals.	Significant Individuals.
	Skills revisited	Developing their understanding of key enquiry questions: where, when, why and what. Ask simple questions to develop their understanding.	Remember and use a range of names and words specific to areas of study. Accurately answer simple questions related to an area of study confidently.	Use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries. Remember key events about the areas they have studied.

Year 3 and Year 4

		Autumn	Spring	Summer
Year 3	**Topic**	**Prehistoric Britain**	**Shang Dynasty**	**Ancient Greece**
	Knowledge introduced	Discover how humans evolved. Explore the Ice Age, Stone Age, Bronze Age and Iron Age. Examine prehistoric artefacts, fossils, cave paintings and ruins to find out what life was really like.	Achievements of early civilisations – where/when the first civilisations appeared and a depth of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. How/when it began/ended by looking at life, religion and key figures.	How the Grecians lived and their legacy.
	Skills introduced	To understand how our knowledge of history develops through sources.	Introduced to key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	
	Knowledge revisited	Fossils- dinosaurs		
	Skills revisited	Develop their knowledge of chronology and place Year 3 / 4topics on a timeline. Draw their own simple timeline, of key events within topics. Understand key words related to history e.g. empire, war, trade, invasion, kingship.	Compare and make links between Year 3 / 4topics, identifying similarities and differences between them.	Remember a range of key facts, people and events from areas of study in Year 3/4. Use one type of source of information confidently.
Year 4	**Topic**	**The Romans**	**Anglo-Saxons and Scots**	**The Vikings**
	Knowledge introduced	The Roman Empire and its successful invasion of Britain. Research and learn about Roman settlements, baths, entertainment art and mosaics, artefacts and the Roman army.	The invasions of the Scots and Anglo-Saxons in the 5th Century. Where the invading troops came from and where in Britain they managed to settle. How life in Britain changed as a result.	The raids and explorations of the Vikings. Where the invading troops came from/were discovered. Viking life, beliefs and cultures.

	Skills introduced	Introduced to key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Able to use at least one type of source of information confidently, beginning to use two different types of sources.	Beginning to show some organisation of information for responding to or asking question.
	Knowledge revisited	The timeline of this unit begins at the end of the Year 3 unit of Prehistoric Britain. Children will recap Celtic Britain before learning about the Roman invasion of Britain in 43CE.	Chronology of British history, with children learning about the events following the fall of the Roman Empire. Children will revisit the fall and learn about the Saxon invasion.	Children will learn about the Viking invasion of Britain and how the Scandinavians came to occupy territories in Europe, including Britain.
	Skills revisited	More secure in their knowledge of chronology and can place Year 3 / 4topics accurately on a timeline. Beginning to understand how our knowledge of history is developed through a range of sources.	Draw their own simple timeline of key events within and across topics.	Compare and make links between Year 3 / 4topics, identifying similarities and differences between them.

Year 5 and Year 6

		Autumn	Spring	Summer
Year 5	**Topic**	**Benin Kingdom**	**Medieval Monarchs**	**Local History**
	Knowledge introduced	Children learn how the Benin Kingdom began and what life was like for the Edo people. Children will also learn what the Transatlantic Slave Trade was and why the British colonized Benin.	In this unit, children will learn about the Battle of Hastings 1066, explore the successes and failures of kings and queens throughout this period, as well as how Medieval architecture and language are still part of today's Britain.	This unit explores the history of Exeter, including; discovering the origins of Exeter, its links to the Tudor period, associations with Charles Dickens, Exeter's strategic importance, and Exeter's prosperity due to the wool trade.
	Skills introduced	Select organise information when responding to or asking questions. Challenge sources of information.	Wide-ranging knowledge about historical events, from local history to world history.	
	Knowledge revisited	This unit discusses 'oral tradition storytelling' which was also a theme in our Year 3 unit of Prehistory. It also looks at diversity and race looking at the Transatlantic Slave Trade. These themes will be further studied in Year 6.		Learning around The English Reformation and the theme of fortification, linking to Medieval Monarchs (Y5 previous topic). There is a brief introduction to The Blitz and the impact of this on Exeter (link to Y6 Twentieth Century Conflict).
	Skills revisited	Draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history. Understand key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Compare Year 3, 4 and 5 topics, identifying similarities and differences between them. Identify trends across their Year 3, 4 and 5 topics. Understanding of how our knowledge of history is developed (sources)	A secure knowledge of chronology. Mostly accurate in placing topics and events from Year 3, 4 and 5 topics on a timeline. Secure mental picture of the Matford Brook Academy timeline. Access different sources, including using books, the internet, film clips etc

Year 6	**Topic**	**Industrial Revolution**	**Twentieth Century Conflict**	**Civil Rights**
	Knowledge introduced	Children will learn about how living and working conditions changed during the course of the revolution. The main themes are continuity and change, cause and consequence.	Children learn about conflict between European powers from 1910 to 1945. We will discuss how it impacted modern politics. The main themes are social and political attitude, revolution and identity.	Children learn about the theme of discrimination looking at slavery through to the Civil Rights Movement, as well as current cultural movements. Themes of identify and revolution.
	Skills introduced		Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda	
	Knowledge revisited	This unit links to the Year 2 unit of the Victorian Era and looks at the changing nature of British politics, referencing the Magna Carta which is learnt in Year 4 and Year 5.	This unit links to the Year 2 unit of WW2 and Yea 1 unit of Significant Sports stars in Y1 (Jesse Owens & Hitler) Key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	This unit revisits the theme of diversity and race, building on prior knowledge of the Transatlantic Slave Trade which pupils learn about in Year 5.
	Skills revisited	Key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Pupils can purposefully select and organise information when responding to or asking questions.	

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Mathematics at Matford Brook Academy

Overview

At Matford Brook Academy, we have an aspirational mathematics curriculum where skills are embedded and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of maths in the wider world and can use their mathematical skills and knowledge confidently in a range of different contexts. We want all children to enjoy mathematics and to experience success in the subject. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of mathematics.

The content and principles underpinning the Mathematics curriculum at Matford Brook Academyreflect those found in high-performing education systems internationally, particularly those of East and Southeast Asian countries such as Singapore, Japan, South Korea and China. These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in mathematics.
- The large majority of children progress through the curriculum content at the same pace. This is achieved by emphasising deep knowledge, through scaffolding, pre-teach, individual keep-up support and bespoke interventions.
- Teaching is underpinned by methodical curriculum design and supported by resources to foster deep conceptual and procedural knowledge.
- Practice, regular review and consolidation play a central role in children's progress. Carefully implemented variation within this builds an understanding of underlying mathematical concepts.
- Teachers use precise questioning to check conceptual and procedural knowledge; they use formative and summative assessment to identify those requiring intervention so that all children keep up.

To ensure whole school consistency and progression, the school uses the White Rose scheme in Nursery through to Year6. In KS1, we are supplementing our daily maths lessons with the NCETM Mastering Number Program used in 20-minute discrete sessions 3 times per week.

School leaders, subject leads, year group leads and teachers work together. The school has developed it's on going mastery approach for many years, completing the Mastery Workgroup for Years 1-6 (2019-2021 - Jurassic Maths Hub), the Early Years Mastery Workgroup for Foundation and Year 1 (2020-2022 - CODE Maths Hub), the Mastering Number Program in EYFS and KS1 (2022-2023 Jurassic Maths Hub) and Sustaining Mastery Maths provided by the Jurassic Maths Hub (2023-current).

Problem solving promotes an awareness of maths in relatable real-life contexts. Using the Concrete, Pictorial, Abstract approach, manipulatives and concrete materials are used throughout the school. Teachers use careful questions to draw out discussion and reasoning.

The class teacher then leads children through strategies for solving the problem, including those already discussed. Work set through the small step approach provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson provides the means to achieve greater depth, with higher attainers being offered rich and sophisticated problems within the lesson as appropriate.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

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

By the end of Early Years, pupils can…

Count confidently and develop a deep understanding of the numbers to 10, recognise the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

By the end of KS1, pupils can…

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

By the end of KS2, pupils can…

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.

This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

In order to achieve a true understanding of Maths, topics are sequenced based on the following rationale:

- At Matford Brook Academy, we follow the schemes of learning developed by White Rose and the NCETM (Mastering Number).
- Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.
- The expectation is that the majority of pupils will move through the programmes of study at the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should have learning deepened by undertaking rich and sophisticated problems. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

The Maths curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At Matford Brook Academy, we provide relevant CPD to ensure that all staff are able to give the students the best quality first teaching (and interventions when appropriate).
- Teachers regularly assess children using elicitation and application tasks, termly NFER standardised tests and ongoing assessment for learning to ensure that misconceptions are addressed and intervention are put in place to support pupils who are not meeting their full potential.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs.
- Children need to be discretely taught relevant lesson vocabulary.
- Children are supported using a range of scaffolds such as concrete and pictorial representations to expose the structure of maths and support their understanding of number.
- Our curriculum is sequenced using small steps so that learners are able to make links and move forward with their learning.

- Children, who are significantly behind their peers, follow an alternative curriculum to ensure they have full exposure to an appropriate maths education.
- At Matford Brook Academy, we encourage all children to have a positive attitude to maths and have a can-do, resilient, attitude.

We fully believe Maths can contribute to the personal development of students at Matford Brook Academy:

- At Matford Brook Academy, we believe learning early math will help a child think critically and problem solve effectively.
- Children will learn life skills such as how to tell the time recognise and use money in real-life contexts.
- Pupils will develop resilience when faced with a range of problems in a lesson. They will learn how to tackle sophisticated problems and break them down in to methodical steps.
- Children will learn how to develop their social competence within the class. Learn how to work with others, articulate ideas to justify and explain their answers.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Matford Brook Academy

Curriculum Overview including Enrichment Opportunities

Units covered in Mixed Age Groups adjusted using White Rose Mixed-Age Group Planning

Year	Autumn	Spring	Summer
Nursery **Reception**	In Nursery and Reception, children will learn to count confidently, develop a deep understanding of numbers to 10 and explore the relationships and patterns between those numbers. They will also develop spatial reasoning skills (shape, space, measure).		
Year 1/Year 2	Place Value (within 10) Addition and Subtraction (within 10) Shape	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction Place value (within 100) Money and Time
	Place Value Addition and Subtraction Shape	Money Multiplication and Division Length and Height Mass, capacity and temperature	Statistics Fractions Position and Direction Time
Year 3	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Length, Perimeter and Area Fractions Mass and Capacity	Decimals (money) Time Statistics Properties of Shape (including Position and Direction)
Year 4	Place Value Addition and Subtraction Multiplication and Division	: Multiplication and Division Length, Perimeter and Area Fractions Decimals	Decimals (money) Time Statistics Properties of Shape (including Position and Direction)
Year 5	Place Value Addition and Subtraction Multiplication and Division A Fractions A	Multiplication and Division Fractions B Decimals and Percentages Perimeter and Area	Shape including Position and Direction Decimals Negative Numbers Converting Units

		Statistics	Volume
Year 6	Place Value Four Operations Fractions, Decimals and Percentages	Ratio and Proportion Algebra Statistics Converting Units, Area, Perimeter, Volume Shape (including Position and Direction)	Consolidation of Maths Skills and Deepening Understanding

Key: **Number** **Measurement** **Geometry** **Statistics**

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Maths at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Maths journey at Matford Brook Academy.

Nursery

Nursery children will follow the Nursery scheme of learning provided by White Rose Maths enabling them to have the very best start to their Mathematics learning. The scheme of learning covers the DfE statutory framework of the EYFS and the Educational Programme for mathematics. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	**Shape, space and measure 2**	**Subitising 2**	**Counting 3**	**Shape, space and measure 3**	**Pattern 3**
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	**Shape, space and measure 4**	**Subitising 3**	**Comparison 2**	**Pattern 4**	**Shape, space and measure 5**
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	**Subitising 4**	**Counting 5**	**Pattern 6**	**Counting 6**	**Comparison 3**
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Reception

We use the White Rose programme to shape teaching and learning - **a mastery approach**. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10			Explore 3-D shapes	
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map			Make connections	Consolidation

Year 1-6

We use the White Rose programme to shape teaching and learning - **a mastery approach**. The Mixed-Age Group planning is used where a class has two year groups within it.

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value (within 10)**					Number **Addition and subtraction (within 10)**					Geometry **Shape**	Consolidation
Spring	Number **Place value (within 20)**			Number **Addition and subtraction (within 20)**			Number **Place value (within 50)**		Measurement **Length and height**		Measurement **Mass and volume**	
Summer	Number **Multiplication and division**			Number **Fractions**	Geometry **Position and direction**		Number **Place value (within 100)**		Measurement **Money**	Measurement **Time**		Consolidation

		Autumn	Spring	Summer
Year 1 – Currently using mixed age group planning	**Knowledge introduced**	**Numbers to 10** • 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. • Identify one more and one less of a given number. • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10. • Read and write numbers from 1 to 20 in numerals and words. • Represent and use number bonds and related subtraction facts within 10. • Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. **Addition and subtraction within 10** • Represent and use number bonds and related subtraction facts within 20. • Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one -step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.	**Numbers to 20** • 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. • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify one more and one less of a given number. • Recognise the place value of each digit in a two -digit number (tens, ones). • Compare and order numbers from 0 up to 100; use and = signs. **Addition within 20** • Add and subtract one digit and two-digit numbers to 20, including zero. • Represent and use number bonds and related subtraction facts within 20. • Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. **Subtraction within 20** • Add and subtract one digit and two-digit numbers to 20, including zero. • Represent and use number bonds and related subtraction facts within 20.	**Multiplication** • Count, read and write numbers to 100 in numerals; count in multiples of 2, 5, 10. • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Division** • Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Position and direction** • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. **Numbers to 100** • Count, read and write numbers to 100 in numerals; count in multiples of 2, 5, 10.

		• Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. • Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. **2D and 3D shapes** • Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles. • Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres. • Recognise and create repeating patterns with objects and with shapes.	• Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. • Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. **Numbers to 50** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • 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. • Recognise the place value of each digit in a two -digit number (tens, ones). • Identify one more and one less of a given number. • Solve one -step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. • Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10. • Compare and order numbers from 0 up to 100; use and = signs. **Introducing length and height** • Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	• 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. • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify one more and one less of a given number. • Recognise the place value of each digit in a two-digit number (tens, ones). • Represent and use number bonds and related subtraction facts within 20. **Time** • Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later. • Measure and begin to record time (hours, minutes, seconds). • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Solve one -step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.

			• Measure and begin to record length/height. • Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. **Introducing weight and volume** • Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than. • Measure and begin to record mass/weight. Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter. • Measure and begin to record capacity and volume. • Solve one -step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.	**Money** Recognise and know the value of different denominations of cash.
	Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS.		

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction					Geometry Shape		
Spring	Measurement Money				Number Multiplication and division					Measurement Length and height		Measurement Mass, capacity and temperature
Summer	Statistics				Number Fractions		Geometry Position and direction			Problem solving		Measurement Time

		Autumn	Spring	Summer
Year 2 – Currently using mixed age group planning	**Knowledge introduced**	**Place Value to 100** • Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10. • Recognise the place value of each digit in a two-digit number (tens, ones). • Compare and order numbers from 0 up to 100; use and = signs. • Identify, represent and estimate numbers using different representations, including the number line. • Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward **Addition and Subtraction** • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. • Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. • Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward • Add and subtract numbers using concrete objects, pictorial representations, and	**Money** • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Recognise and know the value of different denominations of coins and notes. (Y1) • Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. **Multiplication and Division** • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. (Y1) • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and	**Statistics** • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data. **Fractions** • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. (Y1) • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. (Y1) • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3 / 4of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole. • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. **Position and direction**

		mentally, including a two-digit number and tens. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Show that addition of two numbers can be done in any order (commutative law) and subtraction of one number from another cannot. • Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, adding three 1-digit numbers. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. **Properties of shapes** • Identify and describe properties of 2-D shapes (number of sides & line symmetry) • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	multiplication and division facts, including problems in context. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context. **Length and height** • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =. • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). • Order and arrange combinations of mathematical objects in patterns and sequences **Time** • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (Y1) • Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Remember the number of minutes in an hour and the number of hours in a day Read the time on a clock to the nearest 15 minutes.

		• Compare and sort common 2D and 3D shapes and everyday objects. • Order and arrange combinations of mathematical objects in patterns and sequences.	**Weight, volume and temperature** • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	
	Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS and Year 1.		

Year 3

We use the White Rose programme to shape teaching and learning - **a mastery approach**.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction					Number Multiplication and division A			
Spring	Number Multiplication and division B			Measurement Length and perimeter			Number Fractions A			Measurement Mass and capacity		
Summer	Number Fractions B			Measurement Money		Measurement Time		Geometry Shape		Statistics		Consolidation

		Autumn	Spring	Summer
Year 3	Knowledge introduced	**Place Value within 1,000** • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Read and write numbers up to 1000 in numerals. • Read and write numbers up to 1000 in words. • Identify, represent and estimate numbers using different representations. • Compare and order numbers up to 1,000. • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • Solve number problems and practical problems involving these ideas. **Addition and subtraction** • Add and subtract numbers mentally, including a three-digit number and ones • Add and subtract numbers mentally, including a three-digit number and tens. • Add and subtract numbers mentally, including a three-digit number and hundreds. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • Add and subtract numbers with up to three digits, using the formal method of columnar addition and subtraction.	**Length** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2-D shapes. **Fractions** • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. **Mass and Capacity** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	**Money** • Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Time** • Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. • Write the time using 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 e.g. to calculate the time taken by particular events or tasks. **Statistics** • Interpret and present data using bar charts, pictograms and tables. Solve one-step and twostep questions e.g. 'How many more?' and 'How many fewer?' using information

		• Add and subtract numbers mentally, including a three-digit number and ones • Add and subtract numbers mentally, including a three-digit number and tens. • Add and subtract numbers mentally, including a three-digit number and hundreds. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • Add and subtract numbers with up to three digits, using the formal method of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers **Multiplication and division** • Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.		presented in scaled bar charts and pictograms and tables. **Angles and properties of shape** • Recognise angles as a property of shape or a description of a turn. • Identify right angles and identify whether other angles are greater or less than a right angle. • Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

		Multiplication and division • Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to m objects.		
	Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS, Year 1 and Year 2		

Year 4

We use the White Rose programme to shape teaching and learning - **a mastery approach.**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation
Spring	Number Multiplication and division B				Measurement Length and perimeter			Number Fractions				Number Decimals A
Summer	Number Decimals B				Measurement Money			Measurement Time	Consolidation	Geometry Shape		Statistics	Geometry Position and direction

		Autumn	Spring	Summer
Year 4	**Knowledge introduced**	**Place value – 4-digit numbers** • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Round any number to the nearest 10, 100 or 1000. • Count in multiples of 6, 7, 9, 25 and 1000. • Identify, represent and estimate numbers using different representations including measures. • Order and compare numbers beyond 1000. • 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. • Find 1000 more or less than a given number. • Identify, represent and estimate numbers using different representations including measures. • Order and compare numbers beyond 1000. • Count in multiples of 6, 7, 9, 25 and 1000. • Round any number to the nearest 10, 100 or 1000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Count backwards through zero to include negative numbers.	**Measure – Perimeter and Area** • Convert between different units of measure e.g. kilometre to metre; hour to minute • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Find the area of rectilinear shapes by counting squares. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Estimate, compare and calculate different measures, including money in pounds and pence. **Fractions** • Recognise and show, using diagrams, families of common equivalent fractions. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • Add and subtract fractions with the same denominator. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	**Money** • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Estimate, compare and calculate different measures, including money in pounds and pence. **Time** • Convert between different units of measure e.g. kilometre to metre; hour to minute. **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 – angles and 2D shapes** • Identify acute and obtuse angles and compare and order angles up to two right angles by size.

		• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. **Addition and subtraction** • Add numbers with up to four digits using the formal method of columnar addition. • Subtract numbers with up to four digits using the formal method of columnar subtraction. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Round any number to the nearest 10, 100 or 1000. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Multiplication and division** • Recall multiplication and division facts for multiplication tables up to 12 × 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder	**Decimals** • Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Add and subtract fractions with the same denominator. • 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 ¼, ½, ¾. • Solve simple measure and money problems involving fractions and decimals to two decimal places.	• 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 and direction** • Describe positions on a 2-D grid as coordinates in the first quadrant. • Describe movements between positions as translations of a given unit to the left/right and up/down. • Plot specified points and draw sides to complete a given polygon.

		correspondence problems such as n objects are connected to m objects. • Solve problems including addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Recognise and use factor pairs and commutativity in mental calculations. 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.		
	Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS, Year 1, Year 2 and Year 3.		

Year 5

We use the White Rose programme to shape teaching and learning - **a mastery approach.**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**			Number **Addition and subtraction**		Number **Multiplication and division A**			Number **Fractions A**			
Spring	Number **Multiplication and division B**			Number **Fractions B**		Number **Decimals and percentages**			Measurement **Perimeter and area**		Statistics	
Summer	Geometry **Shape**			Geometry **Position and direction**		Number **Decimals**			Number **Negative numbers**	Measurement **Converting units**		Measurement **Volume**

		Autumn	Spring	Summer
Year 5	Knowledge introduced	**Place value within 100,000** • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 10, 000. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Solve number and practical problems. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Place value within 1,000,000** • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 10, 000. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Solve number and practical problems. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	**Multiplication and Division B** • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. • Multiply and divide numbers mentally drawing upon known facts. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. **Fractions** • Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. • Compare and order fractions whose denominators are all multiples of the same number. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >	**Geometry – properties of shapes** • Identify angles at a point and one whole turn (total 360°). • Identify angles at a point on a straight line and 1/2 a turn (total 180°). • Identify other multiples of 90°. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees (°). • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Identify angles at a point and one whole turn (total 360°). • Identify angles at a point on a straight line and 1/2 a turn (total 180°). • Identify other multiples of 90°. • Draw given angles, and measure them in degrees (°). • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

		Addition and subtraction • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). • Add and subtract numbers mentally with increasingly large numbers. • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Multiplication and Division A** • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and the notation for squared (2). • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Recognise and use cube numbers and the notation for cubed (3). • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. **Decimals and percentages** • Read, write, order and compare numbers with up to three decimal places. • Read and write decimal numbers as fractions e.g. 0.71 = 71/100. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	**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. **Decimals** • Solve problems involving number up to three decimal places. • Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. **Measure – converting units** • Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). • Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling. • 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. **Measure – volume and capacity**

		• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. **Fractions** • Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. • Compare and order fractions whose denominators are all multiples of the same number. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5.	**Measure – area and perimeter** • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.	• Estimate volume e.g. using 1 cm^3 blocks to build cuboids (including cubes) and capacity e.g. using water.
	Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS – Y3/4.		

Year 6 We use the White Rose programme to shape teaching and learning - **a mastery approach.**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value		4 Operations			Fractions			Decimals		Percentages	
Spring	Ratio and Proportion		Algebra		Statistics	Converting units	Area, Perimeter and volume		Shape			Position and direction
Summer	Revision			SATs	Consolidation and Maths Projects							

		Autumn	Spring	Summer
Year 6	Knowledge introduced	**Place value within10,000,000** • Read, write, order and compare numbers up to10 000 000 and determine the value ofeach digit. • Round any whole number to a required degree of accuracy. • Use negative numbers incontext, and calculate intervals across zero. • Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero. **Four operations** • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methodsto use and why. • Multiply multi-digit numbers up to 4 digits bya two-digit whole number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a two-digit number using the formalwritten method of short division where appropriate, interpreting remainders according to thecontext. • Divide numbers up to 4 digits by a two-digit whole number using the formal written method oflong division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	**Ratio and proportion** • Solve problems involvingunequal sharing and grouping using knowledge of fractions and multiples. • Solve problems involvingthe relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involvingsimilar shapes where thescale factor is known or can be found. **Algebra** • Use simple formulae e.g.perimeter of a rectangleor area of a triangle. • Generate and describelinear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities ofcombinations of two variables. **Statistics** • Interpret and construct pie charts and line graphs and use these tosolve problems. • Calculate and interpretthe mean as an average. • Solve problems involvingthe calculation of percentages and the use of percentages for comparison.	**Problem Solving** • Solve number and practical problems that involve all aspects of theprevious learning. • Use estimation to checkanswers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methodsto use and why. • Solve problems involvingaddition, subtraction, multiplication and division. • Use their knowledge ofthe order of operations to carry out calculationsinvolving the four operations. • Recall and use equivalences betweensimple fractions, decimals and percentages, includingin different contexts. • Solve problems involvingunequal sharing and grouping using knowledge of fractions and multiples. • Solve problems involvingthe relative sizes of two quantities where missing values can be found byusing integer multiplication and division facts. • Use, read, write and convert between standard units, converting measurements of length,mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to up to three decimal places.

		• Identify common factors, common multiples and primenumbers. • Recognise and use square numbers and cube numbers, and thenotations. (Y5) • Use their knowledge of the order of operations to carry out calculationsinvolving the four operations. • Perform mental calculations, includingwith mixed operationsand large numbers. • Solve problems involvingaddition, subtraction, multiplication and division. **Fractions** • Use common factors tosimplify fractions; use common multiples to express fractions in the same denomination. • Compare and orderfractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply proper fractionsand mixed numbers by whole numbers, supported by materials and diagrams. • Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. 1/4 × 1/2 = 1/8. • Divide proper fractionsby whole numbers e.g. 1/3 ÷ 2 = 1/6 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. 1/4 × 1/2 = 1/8.	**Measure – imperial andmetric measures** • Solve problems involvingthe calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Use, read, write and convert between standard units, converting measurements of length,mass, volume and time from a smaller unit of measure to a larger unit,and vice versa, using decimal notation to up to three decimal places. • Convert between milesand kilometres. **Measure – perimeter, area and volume** • Recognise that shapes with the same areas canhave different perimeters and vice versa. **Geometry – properties ofshapes** • Draw 2-D shapes usinggiven dimensions and angles. • Compare and classify geometric shapes basedon their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. • Recognise, describe andbuild simple 3-D shapes, including making nets. • Identify 3D shapes including cubes and other cuboids, from 2Drepresentations. • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Recognise angles wherethey meet at a point, are on a straight line, orare vertically opposite, and find missing angles.	• Describe positions on thefull coordinate grid (all four quadrants). • Recognise angles wherethey meet at a point, are on a straight line, orare vertically opposite, and find missing angles. • Compare and classify geometric shapes basedon their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

		• Multiply proper fractionsand mixed numbers by whole numbers. • Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. 1/4 × 1/2 = 1/8. • Use written division methods in cases where the answer has up to two decimal places. • Use their knowledge of the order of operations to carry out calculationsinvolving the four operations. • Use common factors tosimplify fractions; use common multiples to express fractions in the same denomination. • Compare and orderfractions, including fractions > 1 **Decimals** • Identify the value of each digit given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places. • Associate a fraction withdivision and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3 and e.g. 0.375 is equivalent to 3/8. • Use written division methods in cases where the answer has up to two decimal places. • Multiply one-digit numbers with up to two decimal places by whole numbers. **Percentages** • Recall and use equivalences betweensimple fractions, decimals and percentages, includingin different contexts.	• Recognise when it is possible to use formulae for area and volume ofshapes. • Calculate the area ofparallelograms and triangles. • Calculate, estimate andcompare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other unitse.g. mm^3 and km^3. **Geometry – position anddirection** • Describe positions on the full coordinate grid (allfour quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	

		• Solve problems involvingthe calculation of percentages and the use of percentages for comparison. • Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. 1/4 × 1/2 = 1/8. • Compare and orderfractions, including fractions >1. • Solve problems whichrequire answers to be rounded to specifieddegrees of accuracy.		
	Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS to Year 5.		

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Matford Brook Academy

Music at Matford Brook Academy

Overview

At Matford Brook Academy, children gain a firm understanding of what music is through listening, singing, playing and composing across a wide range of historical periods, styles, traditions and musical genres. We aim to help children gave a curiosity of the subject as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased, aspirational respect for the role that music may wish to be expressed in any person's life. Each child is given regular opportunity to express themselves musically and to develop their skills, knowledge and confidence in making music. This comes in many forms, from dedicated lessons, to our involvement in Devon Music's Wider Opportunities program, and many other cross-curricular links. Our whole school planning is centered on the implementation of the 2021 Model Music Curriculum which is a Government agenda for supporting curriculum music in schools during KS1 and KS2.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- Sing collaboratively with good vocal production, careful listening and well-developed sense of pitch.
- Listen and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians.
- Create and compose music on their own and with others and have the opportunity to learn a musical instrument, enhancing memory and developing fine motor skills.
- Understand and explore how music is created, produced and communicated and learn a range of musical elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate staff notations.
- Have opportunities to join school collaborative groups such as choirs, bands and orchestra and perform for the wider community whilst becoming positively engaged socially.
- Perform their work for others and celebrate their achievements in class, during whole school assemblies and end of year productions.

By the end of Early Years, pupils can…

- Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Explore stories behind the lyrics or music.
- Listening to and following a beat using body percussion and instruments.
- Consider whether a piece of music has a fast, moderate or slow tempo.
- Listening to sounds and matching them to the object or instrument.
- Listening to sounds and identifying high and low pitch.
- Listening to and repeating a simple rhythm.
- Playing un-tuned percussion 'in time' with a piece of music.
- Stopping and starting playing at the right time.
- Understand that different instruments make different sounds and grouping them accordingly.
- Explore, use and refine a variety of musical skills to express their ideas and feelings.

- Select appropriate instruments to represent action or mood.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Listening to and following a beat using body percussion and instruments.

By the end of KS1, pupils can…

- Create music collaboratively, sharing ideas, resources and skills.
- Participate in performances to a small audience.
- Using their voices to join in with well-known songs from memory.
- Remember and maintain their role within a group performance.

By the end of KS2, pupils can:

- Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Recognise and discuss the stylistic features of different genres, styles and traditions of music from around the world using musical vocabulary.
- Understand the inter-related dimensions of music including pitch, duration, dynamics, tempo, timbre, texture, structure and graphic notation and be able to explain the effect.
- Play melody parts on tuned instruments with accuracy and control and develop instrumental technique.
- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Select, discuss and refine musical choices both alone and with others, using musical vocabulary. Suggest and demonstrate improvements to own and others' work.
- Perform with accuracy and fluency from graphic and simple staff notation.
- Perform to larger audiences in school and the wider community.
- Perform solo and take a leadership role within a performance whilst taking cues from a conductor's directions.
- Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts.
- Discuss musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles.
- Compose a multi-layered piece of music from a given stimulus with voices and instruments. Develop skills to constructively critique their own and others' work using musical vocabulary.

In order to achieve a true understanding of Music, topics are sequenced based on the following rationale:

- The skills and knowledge that children will develop throughout each music topic are mapped across each year group and throughout the school. To ensure progression all teachers follow the Kapow Music scheme, supplemented by whole class instrumental lessons delivered by three class-based specialist music teachers.
- Planning fulfils the statutory requirements for music outlined in the National Curriculum (2014) and aligns with the Department for Education's Model Music Curriculum (2021).
- Throughout each topic, five key strands of music are taught: Performing – Listening – Composing – History and Inter-related dimensions of music. The skills and knowledge from each strand are repeated allowing pupils to return to the same skills to practice. Each time a skill or area of knowledge is revisited, it is covered with greater depth. Upon returning to a skill, prior knowledge

is utilised so pupils can build upon previous foundations.

- In accordance with DfE's Model Music Curriculum, all KS2 children and upper KS1 children are taught whole-class instrumental lessons at key points through the programme.
  Opportunities to extend these skills are offered in school with visiting peripatetic teachers (guitar, drums, piano and woodwind). In addition, after school clubs run throughout the year and have included choir, orchestra, guitar and drums.
- Our school places a high priority on performance opportunities both in school and the wider community. Children are inspired and challenged to meet the demands of planning, preparing and performing assemblies, choir performances, instrumental group performances and end of year productions to larger audiences.
- The school's high-quality music curriculum is supported through the availability of a large range of modern resources. Our range of instruments include acoustic and electronic drums and guitars played through quality amplification plus class sets of keyboards, djembes and glockenspiels. We believe these instruments provide stimulating and exciting experiences for our children and support their confidence to perform to small and wider audiences.

The Music curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- We ensure that the music curriculum is not narrowed but that pupils with SEND/disabilities are given extra support through differentiated resources to scaffold their learning and TA support when needed.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs.
- Quality teaching and lesson content will ensure that all pupils can succeed and aspire to be the best that they can be.
- PP children are offered funding for instrumental lessons and subsidised hiring of instruments.
- Where appropriate, we use technology to assist teacher modelling i.e.; using a visualizer for skill demonstrations e.g. piano/keyboard.
- Pupils experiencing disadvantage or vulnerability may not have had the same exposure to music as their peers. Encouragement to join school music groups (choir, guitar, Samba) can lead to improved self-esteem and confidence and develop their social/emotional capabilities.
- Suggested listening material, relevant to each year group and from the model music curriculum, is played weekly on entry and exit from assemblies.

We fully believe Music can contribute to the personal development of students at Matford Brook Academy:

- **Communication Skills:** through music lessons, pupils are given opportunities to express opinions and discuss their own and others efforts. Music improves recall and retention of verbal information and encourages confidence to communicate with others.
- **Problem-Solving Skills:** Learning through music e.g. a song or a musical instrument greatly impacts our brains by creating new neural pathways, enhancing the brain's neuroplasticity. Practicing and improving musical skills helps us increase our ability to adapt to new experiences and environments.
- **Social & Emotional Skills:** Music helps children come to terms with themselves and other cultures. They can experience success through their own efforts and face challenges to overcome. Through music, they also practice sharing and taking turns, as well as appreciating one another's

efforts. Music fosters positive mental health by allowing children to show individual uniqueness as well as learn to appreciate difference. Music also reduces anxiety and enhances moods leading to a more positive approach to the wider curriculum.

- **Fine Motor Skills:** participating in music activities will improve fine motor skills and special awareness.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of retrieval practices and quizzes that become increasingly complex as the children progress through their musical journey at Matford Brook Academy.

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	In Nursery, children will learn rhymes and songs, paying attention to different sounds.					
Reception	Singing led by Music Lead – Leading to Christmas Performances	Exploring Sound KAPOW	Singing led by Music Lead – Leading to Panto	Music and Movement KAPOW	Singing led by Music Lead Leading to Summer Performances	Big Band KAPOW
Year 1		Singing Call and Response: All about me Rhythm KAPOW		Under the Sea Musical Vocabulary KAPOW		Superheroes Pitch and Tempo KAPOW
Year 2		Singing Snail and Mouse: Tempo KAPOW		Fairytales: Rhythm KAPOW		Seaside: Dynamics KAPOW
Year 3		Performance Singing Inter-related Dimensions of Music For Year 3&4 CW (Music Lead KS2 Planning)		The Sound of Music Exploration of the C major scale. CW (Music Lead KS2 Planning)		Creating Compositions KAPOW
Year 4		Performance Singing Inter-related Dimensions of Music For Year 3&4 CW (Music Lead KS2 Planning)		The Romans Musical Motifs and Ostinatos KAPOW		SAMBA CELEBRATIONS Exploring syncopated rhythms. KAPOW
Year 5		Performance Singing Inter-related Dimensions of Music For Year 3/4 plus 5/6 CW (Music Lead KS2 Planning)		South and West Africa KAPOW		Musical Theatre KAPOW
Year 6		Performance Singing Inter-related Dimensions of Music For Year 3/4 plus 5/6 CW (Music Lead KS2 Planning)		Theme and Variations (Pop Art) KAPOW	Y6 Performance / Composing a Year 6 Leaver's Song KAPOW	

Enrichment	**Weekly 'Music of the Week'** featured at the start of Assemblies. Children will view a slide with photos/illustrations and information about a range of music from different genres. The inter-related musical vocabulary will be shared whilst teaching about a specific piece of music as well as information about the composer's life, influences and inspiration to compose. Children will be asked to comment on their personal responses as well as their feelings that are conveyed whilst listening. **Year group performance Assemblies** – instrumental performances and singing – **Christmas KS1 Nativities and KS2 Christmas Carols and performances**. **KS2 Choir to perform** in school and the wider community including local Residential Care Home and themed events run by the PTFA. Key Stage 1 Singing at St David's Station **Year group video sharing** of performances in class and posted on face book. **Samba Band performance** at the Summer Fete.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Music at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's musical journey at Matford Brook Academy.

Nursery and Reception

Nursery	**Expressive ARTS and Design**	• Listen carefully to rhymes and songs, paying attention to how they sound. • Recognise that people have different beliefs and celebrate special times in different ways. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.					
		Autumn 2		**Spring 2**		**Summer 2**	
Reception	**Topic**	**Exploring Sound**		**Music and Movement**		**Big Band**	
	Knowledge and Skills introduced	Children will explore how to use their voice and bodies to make sound. They will experiment with tempo and dynamics when playing instruments and identify sounds within the environment.		Children will create simple actions to songs, learning how to move to a beat and express feelings and emotions.		Children will learn about the four different groups of musical instruments. They will follow a beat using an untuned instrument and perform a practised song to a small audience.. .	
	Expressive Arts and Design	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following a melody. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.					

Year 1

		Autumn 2	Spring 2	Summer 2
Year 1	**Topic**	**All about Me (Pulse and Rhythm)**	**Under the Sea (Musical Vocabulary)**	**Superheroes (Pitch and Tempo)**
	Knowledge and Skills introduced	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm. • Clapping and playing in time to the pulse. • Playing simple rhymes on an instrument. • Understanding the difference between pulse and rhythm. • Improvising vocally within a given structure.	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music. • Responding to the pulse and tempo of the music through expressive and appropriate movement. • Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth. • Layering instrumental sounds in response to an image.	Listening to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments. • Playing simple patterns on tuned instruments incorporating high/low pitch and fast/slow (tempo) • Recognising tempo and pitch changes • Experimenting with tempo and pitch using tuned and untuned instruments.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview of the spiral curriculum.		

Year 2

		Autumn 2	Spring 2	Summer 2
Year 2	**Topic**	**Singing and Tempo: Snail and Mouse**	**Rhythm: Fairytales**	**Dynamics: Seaside**
	Knowledge and Skills introduced	Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview of the spiral curriculum.		

Year 3

		Autumn 2	Spring 2	Summer 2
Year 3	**Topic**	**Performance Singing**	**The Sound of Music**	**Ballads**
	Knowledge and Skills introduced	Children will learn the vocabulary of inter-related skills: **pitch-duration-dynamics-tempo-timbre-structure** Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language. They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience. See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit	Children will listen to and learn songs from the musical. Using the Do, Ray, Mi song, children will learn to play the C major scale on a glockenspiel and understand what an octave is. They will learn and remember the notes of a scale and be able to play an ascending and descending scale. Sing in time with peers with accuracy and awareness of their part in the group performance. Children will be able to use the notes of the C major scale and make up their own melodies. Listen to others perform and consider the effectiveness. Paying close attention to notes of the C major scale and how they change. Subject Leader KS2 Planning.	Children will identify the key features of a ballad. Becoming more confident to use the inter-related dimensions of music they will be able to sing in time and in tune with a song and incorporate actions. They will know that a ballad tells a story through song and know that the lyrics paint a picture to the melodies. Children will learn the term 'stanza' and know that it is a verse in a ballad. In groups, children will be able to write a Verse with rhyming words that tells a part of a story. Children will be able to perform their song fluently and with actions.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview of the spiral curriculum.		

Year 4

		Autumn 2	Spring 2	Summer 2
Year 4	**Topic**	**Performance Singing**	**The Romans**	**Samba Celebrations**
	Knowledge and Skills introduced	Children will learn the vocabulary of inter-related skills: **pitch-duration-dynamics-tempo-timbre-structure** Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language. They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience. See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit	Children will understand that musical motifs (repeating patterns) are using as a building block in many well-known pieces of music for example Beethoven's fifth symphony. They will know that 'transposing' a melody means changing its key, making it higher or lower pitched. Children will know that a motif can be adapted by changing the notes, the rhythm or the order of notes. They will recognise a motif and play melody parts on turned instruments with accuracy and control with developing vocal techniques. They will use their previous knowledge of the inter-related dimensions of music and speak a common language. Children will create a motif-based composition and notating this using roman mosaic artwork.	Children will be able to explain what Samba music is that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. They will know that it originated in Brazil, South America and its main musical feature if syncopated rhythms. Children will understand that the 'on beat' is the pulse of the piece of music and the 'off beats' is beats that fall in between these. Children will understand that a rhythmic break is a place in the music where some of the new instruments play a new rhythm before going back to the original rhythms. Children will be able to play their rhythm in time with the rest of the group and make clean breaks. Children will play in time and with confidence and be able to show a joy of what Samba means to celebrate and perform to a wider audience.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview of the spiral curriculum.		

Year 5

		Autumn 2	Spring 2	Summer 2
Year 5	**Topic**	**Performance Singing**	**South and West Africa**	**Musical Theatre**
	Knowledge and Skills introduced	Children will learn the vocabulary of inter-related skills: **pitch** including major and minor keys- **duration** including beats played silently as rests- **dynamics** using the voice to create varying effects including pitch, dynamics or tempo of the sounds made- **timbre** including descriptions of tone colour to describe warm or cold-structure. **Harmonies** will be sung by some children. Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language. They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience. See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit.	Children will know that songs sung in other languages can contain sounds that are unfamiliar to use, like the clicks of the Xhosa language. They will be taught that the 'Click song' is a traditional song sung in the Xhosa language and is believed to bring luck at weddings. Children will understand that a major chord creates a bright, happy sound. Understanding that poly-rhythms means many rhythms played at once. Children will combine rhythmic patterns (ostinato) into a multi-layered composition using all of the inter-related dimensions of music to add musical interest. They will be able to discuss the meaning of the different elements and explain why they have chosen them. Children will sing songs in two or more parts, in a variety of musical styles from memory with accuracy, fluency and control.	Children will understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. They will know that choreography means the organisation of steps or moves in a dance. Children will learn that musical theatre uses transitions which are short passages of music used to move between sections of the musical action. Children will develop confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Selecting, discussing and refining musical choices both alone and with others, using vocabulary and explain personal choices with confidence.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview of the spiral curriculum.		

Year 6

		Autumn 2	Spring 2	Summer 2
Year 6	**Topic**	**Performance Singing**	**Theme and Variations (Pop Art)**	**Composing a Leaver's Song**
	Knowledge and Skills introduced	Children will learn the vocabulary of inter-related skills: **pitch** including major and minor keys-**duration** including beats played silently as rests-**dynamics** using the voice to create varying effects including pitch, dynamics or tempo of the sounds made- **timbre** including descriptions of tone colour to describe warm or cold-structure. **Harmonies** will be sung by some children. Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language. They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience. See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit.	Children will perform rhythms confidently either on their own or in a group. They will identify the sounds of different instruments and discuss what sound like. They will make reasonable suggestions for which instruments can be matched to which art pieces. Children will recall the names of several instruments according to their orchestra sections. They will keep the pulse using body percussion and sing with control and confidence. They will name rhythms correctly and copy rhythms accurately with a good sense of pulse. They will draw rhythms accurately and show a difference between musical variations. They will show creativity in a finished musical product.	Children will know that a chord progression is a sequence of chords that repeats throughout a song. They will understand that a melody can be adapted by changing its dynamics, pitch or tempo. Children will know that chord progressions are represented in music by Roman numerals. To understand that all types of music notation show note duration. Identify the way that features of a song can compliment one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Improvise coherently and creatively within a given style, incorporating given features. Compose an original song incorporating lyric writing, melody writing and the composition of accompanying features within a given structure.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview of the spiral curriculum.		

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Physical Education at

Matford Brook Academy

Overview

The principal aim of Physical Education at Matford Brook Academy is to provide high-quality, knowledge-rich physical experiences to inspire children to become physically literate, active members of the school and wider community as they mature. We will enable children to develop competence and confidence across a diverse range of physical activities including basketball, hockey, cricket, dance and handball to name just a few! We promote physical activity to encourage our children to live healthy and active lives through improving their own understanding of fitness, health, respect and fair play. This in turn allows them to participate in the competitive sporting opportunities arranged by the school.

Children are natural physically active so we also provide excellent playtime facilities which include trikes, skipping ropes, obstacle playground markings, hoops and a traversing wall to promote movement at playtimes.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- Be physically literate across a range of physical activities and sports.
- Understand the importance of fairness and respect within the context of sport.
- Be able to communicate and perform competently when engaging in sport and physical activity as an individual and as part of a team.
- Have the knowledge, understanding and skills needed to continue their active lives in secondary school and in the wider community.
- Be able to evaluate their performance and begin to engage with coaching/ support of peers.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.

By the end of Early Years, pupils can…

- Develop aesthetic, functional and manipulative movement skills including whole body movement, hand and finger motor control and physically active movements including running, jumping, hopping, climbing, riding and changing direction.

- Develop core strength, stability, balance, spatial awareness, co-ordination and agility. We know that gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being; we also know that fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.
- Demonstrate increased confident fundamental movements including gymnastics, dancing and sport specific skills such as balancing, running, throwing and catching.
- Move/travel in a variety of different ways (e.g. quickly, softly, powerfully) whilst controlling and coordinating their hands and feet.
- Show object control (of a variety of objects) using their hands, bats and rackets.
- Work independently and as part of a team to complete physical activities and games/competition.
- Begin to express why they enjoy physical activity.

By the end of KS1, pupils can…

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns and choreograph simple gymnastics routines.
- Begin to play organised sports, following rules while applying respect and fair-play to their performance.
- Express why they enjoy physical activity in more detail and begin rehearsing and explaining why it is important to be physically active.

By the end of KS2, pupils can:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games: badminton, basketball, cricket, handball, hockey, netball, tennis, tag rugby and football, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns and choreograph increasingly complex gymnastics routines.
- Take part in outdoor and adventurous activity challenges both individually and within a team. Some of this will be taught through the Quidditch scheme of learning following the theme of Harry Potter and promoting a love of reading.
- Apply tactical attacking and defensive principles to both team and individual games and begin explaining the impact of how using such tactics can impact performance.
- Compare their performances with previous ones through coaching and video analysis, and demonstrate improvement to achieve their personal best.

- **Swimming and water safety:** Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.

In order to achieve a true understanding of PE, topics are sequenced based on the following rationale:

- At Matford Brook Academy, we currently follow the PE Hub scheme for the whole school. This scheme provides teachers with great detail and supports teachers to scaffold and extend learning whilst being adapted yearly based on their feedback.
- Within the established knowledge-rich PE curriculum, the topics/activities/sports taught reflect the stages of children's development and allow for progression from fundamental skills and concepts in KS1 to technical and tactical development in upper KS2. Decisions around what sports are taught when and how the knowledge and skills progress throughout their time at primary schools are carefully considered.
- The expectation is that the majority of pupils will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and competence at the previous stage. Pupils who grasp concepts rapidly should be challenged through being offered rich technical vocabulary and tactical exploration before any acceleration through new content. Children who are unsuccessful within previous outcomes should be offered further consolidation of motor competence and basic movement patterns required within that activity/sport. At EWH we call this 'gathering' to enable the teacher to impact on key children throughout the lessons.

The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At Matford Brook Academy, we provide relevant and bespoke CPD to ensure that all staff are able to give the students the best quality PE teaching (and interventions when appropriate). Teachers are given support by PE lead if they require assistance with delivering a challenging topic.
- Assessment is undertaken yearly. PP children at Matford Brook Academy do not perform at a lower level than non-PP children in PE.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs (extend and gather).
- Children are offered a broad experience of a range sports and activities involving intra-school and inter-school competition as well as professional experiences through trips and coaching experience to raise the profile of sport and physical activity in their lives.
- At Matford Brook Academy, we encourage all children to have a positive attitude towards PE and to demonstrate resilience throughout their physical journey here.

We fully believe PE can contribute to the personal development of students at Matford Brook Academy:

- At Matford Brook Academy, we have an ethos of participation, competition and inclusion whilst teaching children the importance of fair play, respect and discipline through physical activity and sport.
- Children will learn life skills such as effective teamwork, communication and coaching/analysis (KS2) of their work in PE units.

- Pupils will develop resilience when faced with a range of challenges in a lesson. They will learn how to tackle new learning whilst applying previously taught technique and movement skills.
- Our children will be able to express their enjoyment for physical activity and understand the importance of leading a healthy lifestyle for both their physical and mental health.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of progressive drills and activities that become increasingly complex with regards to technique and tactics as the children progress through their physical journey at Matford Brook Academy.

Matford Brook Academy

Ted Wragg Multi-Academy Trust

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 2 x outdoor	Summer 2 2x outdoor
Pre-School	In Nursery, games will be created to support children with core strength, stability, balance, spatial awareness, co-ordination and agility.					
Reception	Gymnastics 1 Dance 1	Body Management 1 Speed Agility 1	Manipulation Coordination 1 Cooperate and Solve 1	Gymnastics 2 Dance 2	Body Management 2 Speed Agility 2	Manipulation Coordination 2 Cooperate and Solve 2 Event: Sports Day
Year 1	Attack, Defend 1 Dance 1	Hit, Catch, Run 1 Gymnastics 1	Dance 2 Send and Return 1	Run, Jump, Throw 1 Gymnastics 2	Attack, Defend 2 Hit, Catch, Run 2	Send and Return 2 Run, Jump, Throw 2 Event: Sports Day
Year 2	Multiskills Gymnastics 1	Send & Return 1 Dance 1	Attack, Defend, Shoot 1 Gymnastics 2	Hit, Catch, Run 1 Dance 2	Run, Jump, Throw 1 Hit, Catch, Run 2	Send & Return 2 Run, Jump, Throw 2 Event: Sports Day
Year 3	Orienteering Gymnastics 1	Football Dance 1	Hockey Gymnastics 2	Netball Dance 2	Athletics Tennis	Rounders Basketball Event: Sports Day
Year 4	Netball Dance 1	Quidditch Gymnastics 1	Tag Rugby Badminton	Swimming (27th Feb – 17th March) (Hockey)	Rounders Athletics	Basketball Tennis Event: Sports Day
Year 5	Gymnastics 1 Orienteering	Hockey Dance 1	Tennis Gymnastics 2	(Top-up Swimming) Football Badminton	Basketball Athletics	Cricket Quidditch Event: Sports Day
Year 6	Orienteering Gymnastics 1	Dance 1 Netball	Hockey Gymnastic 2	Tag Rugby Badminton	Athletics Cricket	Basketball Tennis Event: Sports Day

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in PE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Physical Education journey at Matford Brook Academy.

Pre-School and Reception

Pre-School	**Gross Motor Skills**	**Children will:** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					
	Fine Motor Skills	**Children will:** Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent getting dressed and undressed, for example, putting coats on and doing up zips					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Topic**	**Gymnastics 1 Dance 1**	**Body Management Speed Agility**	**Manipulation Coordination Cooperate and Solve**	**Gymnastics 2 Dance 2**	**Body Management Speed Agility**	**Manipulation Coordination Cooperate and Solve**
	Knowledge and Skills introduced	**Gymnastics** Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. **Dance:** Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music	**Body management** Explore balance and managing own body. Able to stretch, reach, extend. Control body and perform specific movements. **Speed Agility Travel:** Travel with control and coordination. Change direction and speed by instruction.	**Manipulation & coordination:** Send & receive a variety of objects with different body parts. Work with others to control objects in space. **Cooperate & Solve problems:** Organise and match items, images, colours and symbols.	**Gymnastics:** Develop confidence in basic movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. **Dance:** Count and move to beats of 8. Copy and repeat movement patterns (solo, pair)	**Body management:** Roll, slide and jump using a variety of take offs/landings, use hands and feet. Participate in a variety of small group cooperative activities. **Speed Agility Travel:** Agility-based activities. Try moving, softly, quietly, powerfully, etc. Relate body movements to music.	**Manipulation & coordination:** Coordinate similar objects in a variety of ways. Skip in isolation and with a rope. **Cooperate & Solve problems:** Copy and repeat various patterns and actions. Solve more complex tasks.

Year 1 and Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Topic**	**Attack, Defend 1** **Dance 1**	**Hit, Catch, Run 1** **Gymnastics 1**	**Dance 2** **Send and Return 1**	**Run, Jump, Throw 1** **Gymnastics 2**	**Attack, Defend 2** **Hit, Catch, Run 2**	**Send and Return 2** **Run, Jump, Throw 2**
	Knowledge introduced	**Attack, Defend 1** To practise basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. **Dance 1** Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements.	**Hit, Catch, Run 1** To hit objects with a hand or bat. To track and retrieve a rolling ball. To throw and catch a variety of balls and objects. **Gymnastics 1** Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches.	**Dance 2** Build simple movement patterns. Compose and link actions to make simple movement phrases. **Send and Return 1** To send an object with increased. Move towards a moving ball to return in. Send and return a variety of balls.	**Run, Jump, Throw 1** Begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. **Gymnastics 2** To perform a variety of basic gymnastics actions showing control. Introduce turn, twist, spin, rock and roll, and like these into patterns. Perform longer movement phrases.	**Attack and Defend 2** Recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. **Hit, Catch, Run 2** Develop sending and receiving skills to benefit fielding. Distinguish between the roles of batters and fielders. Introduce simple tactics.	**Send and Return 2** Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat an opposition **Run, Jump, Throw 2** Increase stamina and core strength. Opportunities to extend strength, balance, agility and coordination.
	Knowledge revisited	All build upon basic principles of EYFS curriculum including Body Management, Speed Agility, Manipulation and Coordination and Co-operate and Solve					

Year 2	**Topic**	**Multiskills Gymnastics 1**	**Send and Return 1 Dance 1**	**Attack, Defend and Shoot 1 Gymnastics 2**	**Run, Jump and Throw 1 Hit, Catch and Run 1**	**Attack, Defend and Shoot 2 Hit, Catch and Run 2**	**Send and Return 2 Run, Jump and Throw 2**
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	Knowledge revisited	In multiskills, children practise moving in different ways such as running, jumping, throwing and catching. They take part in simple competitive activities and have lots of chances to develop their agility, balance and coordination through fun games and challenges. Gymnastics: EYFS, Y1,	Send and Return Y1, Dance: EYFS, Y1,	Attack, Defend and shoot Y1 Hit, catch and run Y1	Run, jump and throw Y1 Gymnastics: EYFS, Y1	Hit, Catch, Run Y1 and Spring Attack, defend and shoot Y1 and Spring	Send and return Y1 and Autumn Run, jump and throw Y1 and Spring

Year 3 and Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Topic**	**Orienteering Gymnastics**	**Football Dance**	**Hockey Gymnastics**	**Netball Dance**	**Athletics Tennis**	**Basketball Rounders**
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	Knowledge revisited	Orienteering: Y2 Gymnastics: EYFS, Y1, Y2	Football Attack, Defend and Shoot Y1, Y2 Dance: EYFS, Y1, Y2	Hockey: Send and Return Y1, Y2 Gymnastics: EYFS, Y1, Y2, Year 3 Term 1	Netball: Send and Return Y1, Y2 Dance: EYFS, Y1, Y2, Y3 Term 1	Athletics: Run, Jump, Throw Y1, Y2 Tennis: Send and Return Yr 1, Y2 and Yr 3 Term 2	Basketball: Send and Return Y1, Y2, Y3 Spring term. Rounders: Hit, Catch, Run Y1, Y2
Year 4	**Topic**	**Netball Dance 1**	**Quidditch Gymnastics 1**	**Badminton Tag Rugby Swimming**	**Badminton Tag Rugby**	**Rounders Athletics**	**Basketball Tennis**
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	Knowledge revisited	Dance: EYFS, Y1, Y2, Y3 Netball: Attack, Defend and Shoot Y1 and Y2	Quidditch: New learning Defend and Shoot Y2, Send and Return Y3. Gymnastics: EYFS, Y1, Y2, Y3	Badminton: Send and Return Y1, Y2 and Y3 Tag-Rugby: Attack, Defend and Shoot Y1, Y2 and Y3. Hit, Catch, Run Y1, Y2 & Y3 Swimming: new learning	Badminton: Send and Return Y1 and Y2, Y3 Tag rugby: Attack, Defend and Shoot Y1 and Y2, Y3	Rounders: Send and Return Y1, Y2 & Y3 Hit, Catch, Run Y1 and Y2 Athletics: Run, Jump, Throw Y1 and Y2, Y3	Basketball: Send and Return Y1 and Y2 & Y3 Run, Jump, Throw Y1, Y2,& Y3

Year 5 and Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Topic**	**Orienteering Gymnastics**	**Hockey Dance**	**Tennis Gymnastics**	**Football Badminton Top Up Swimming**	**Basketball Athletics**	**Cricket Quidditch**
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	Knowledge revisited	Orienteering: Y2, Y3 Gymnastics: EYFS, Y1, Y2, Y3, Y4	Hockey: Y3 Dance: EYFS, Y1, Y2, Y3, Y4, Y5	Tennis: Y3, Y4 Gymnastics: EYFS, Y1, Y2, Y3, Y4, Spring term Y5	Football: Y3& 4 Badminton: Y3 Swimming: non-competent swimmers from Y4	Basketball: Y3 Athletics: Y3, Y4	Cricket: Hit, Catch and Run Y1 & 2 Rounders Y3 Quidditch: Y4
Year 6	**Topic**	**Orienteering Gymnastics 1**	**Quidditch Dance 1**	**Hockey Gymnastics 2**	**Tag Rugby Badminton**	**Cricket Athletics**	**Basketball Tennis**
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	Knowledge revisited	Orienteering: Y2, Y3 & Y5 Gymnastics: EYFS – Y5	Netball: Y3, Y4 & Y5 Dance: EYFS – Y5	Hockey: Y3 &Y4 Gymnastics: EYFS – Y6	Tag rugby: Y4 Badminton: Y3 & 5	Cricket: Rounders Y3, Y4 & Cricket Y5 Athletics: Y3, Y4 & Y5	Basketball: Y3 & Y5 Tennis: Y3, Y4 & Y5

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Personal, Social, Health and Economic Education at Matford Brook Academy

Overview

At Matford Brook Academy, we fully believe that the study of PSHE should provide students with the knowledge and skills that they need to manage their lives, now and in the future. Our aspirational curriculum equips children with the tools and mindset needed to have happy and healthy lives, giving them agency to make their way in the world. We firmly believe that pupils' wellbeing and academic progress are linked and therefore we, through our PSHE curriculum, assemblies, experiences offered and high expectations, create a climate where pupils feel happy and can therefore flourish. We want our pupils to be kind, aspirational, respectful with a firm understanding of our British Values to succeed within their futures and communities. This is supported by the development of the Wellbeing curriculum to develop children's ability to navigate their day to day mental health and wellbeing with further support for those who need it.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- Understand and value how they fit into and contribute to the world, locally, nationally and globally.
- Have a ready willingness and ability to try new things, push themselves and persevere.
- Understand how to stay safe, healthy and develop good relationships.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Have a strong self-awareness, interlinked with compassion of others.

By the end of Early Years, pupils can…

Self-confidence and self-awareness: Children should be:

- confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: Children should be able to:

- talk about how they and others show feelings, talk about their own and others' behaviour, and

its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: Children should be able to:

- play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

By the end of KS1 and KS2, pupils can (PSHE education guidance Sept 2021):

- Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.
- PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.
- However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

In order to achieve a true understanding of PSHE, topics are sequenced based on the following rationale:

- At Matford Brook Academy, we follow a carefully considered curriculum for PSHE, including statutory Relationships and Health education. It is a spiral, progressive and fully planned scheme of work, giving relevant learning experiences to help children navigate their world and develop positive relationships with themselves and others.
- In practice, this means that students from Nursery to Year 6 will have weekly lessons, following the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.
- We have a defined approach in primary, however, additional PSHE sessions may also need to be taught if something needs to be addressed in an individual class – such as friendship issues.
- Matford Brook Academy follows all statutory guidance in the delivery of Relationships and Sex Education.

The PSHE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students with special educational needs or disabilities are given extra support. For example, students who have profound barriers to learning, can work alongside a TA where possible.
- Scaffolded sheets to record work to be used for children that need it or the use of ICT to record ideas.

- Visual aids to be used alongside the power point.
- The children have the opportunity to take part in whole school activities, such as Anti Bullying day and Children's Mental Health day.

We fully believe PSHE can contribute to the personal development of students at Matford Brook Academy:

- By enabling them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
- Pupils will show tolerance of those with different faiths, beliefs and values.
- Through PSHE, our pupils will foster lifelong aspirations, goals and values.
- By helping pupils to deal with issues they face every day such as friendships, emotional wellbeing and change.
- Pupils will have the skills they need to grow up as healthy individuals who can make informed decisions about their lives.
- Children will be able to navigate, participate and stay safe in this world.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in PSHE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's PSHE journey at Matford Brook Academy.

Some areas of the PSHE curriculum are taught within other subjects: Computing, Science & PE.

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE and SMSC DEAR themed stories, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when they look closely at their own and each other's' families. They learn about resilience, perseverance and collaboration through our Growth Mind Set behaviours. Through their PE sessions and their daily toothbrushing they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. The curriculum has been mapped out to ensure that within the specific guided challenges, linked to our purposeful stories, there are opportunities to focus on P.S.H.E, from learning to build relationships to recognising our individual strengths, understanding what makes us unique. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.					
	New beginnings Whole Body Listening	Friendship Christmas Whole Body Listening	Truth and Honesty Whole Body Listening	Helping other people Whole Body Listening	Differences Whole Body Listening	Aspirations Whole Body Listening
Year 1	Me and My Relationships How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school	Valuing Difference To identify and respect the differences and similarities between people. To recognise different types of teasing and bullying; to understand	Keeping Myself Safe What constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity	Rights and Responsibilities The importance of and how to maintain personal hygiene. What improves and harms their local, natural and built environments and develop strategies	Being My Best What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	Growing and Changing The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.

	rules, and to underst and how these rules help them.		, rest, healthy eating and dental health.			

	To communicate their feelings to others, to recognise how others show feelings and how to respond. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. That people's bodies and feelings can	that these are wrong and unacceptable. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To recognise what is fair and unfair, kind and unkind, what is right and wrong.	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. About the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that	and skills needed to care for these (including conserving energy). That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. About the role money plays in their lives including how to keep it safe, choices	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	About the process of growing from young to old and how people's needs change. About the process of growing from young to old and how people's needs change. About growing and changing, and new opportunities and responsibilities that increasing independence may bring. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

	be hurt (including what makes them feel comfortable and uncomfortable). That they belong to various groups and communities, such as family and school. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).		they do not need to keep secrets. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). That household products, including medicines, can be harmful if not used properly. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	about spending or saving money and what influences those choices.	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To offer constructive support and feedback to others. To recognise how their behaviour affects other people	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Year 2	Me and My Relationships How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To communicate their feelings to others, to recognise how others show feelings and how to respond. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. Strategies to resist teasing or bullying, if they experience or witness	Valuing Difference To identify and respect the differences and similarities between people. To recognise that their behaviour affects other people. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. That they belong to various groups and communities such as family and school. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To listen to other	Keeping Myself Safe That household products, including medicines, can be harmful if not used properly. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. About the ways that pupils can help the people who look after them to	Rights and Responsibilities That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	Being My Best To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent	Growing and Changing To offer constructive support and feedback to others. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). About the process of growing from young to old and how people's needs change. About growing and changing, and new opportunities and responsibilities that increasing independence may bring. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. Ways in which they are all unique; understand

	it, whom to go to and how to get help. To identify their special people (family, friends, carers), what makes them special and how	people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say,		diseases spreading. The importance of and how to maintain personal hygiene.	

	special people should care for one another. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.		'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.	That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.	that there has never been, and will never be, another 'them'. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Year 3	Me and My Relationships Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To work collaboratively towards shared goals. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To develop strategies to resolve disputes and	Valuing Difference To recognise different types of relationships, including those between acquaintances, friends, relatives and families. What being part of a community means and about the varied institutions that support communities locally and nationally. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To appreciate the range of	Keeping Myself Safe To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. That their actions affect themselves and others. To differentiate between the terms, 'risk', 'danger' and 'hazard'. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and	Rights and Responsibilities To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To explore and critique how the media present information. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. About the role money plays in their own and	Being My Best How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. That bacteria and viruses can affect health and that following simple routines can reduce their spread. To research, discuss and debate topical issues,	Growing and Changing To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To judge what kind of physical contact is acceptable or unacceptable and how to respond. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

		national, regional, religious and ethnic			problems and events	

	conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and manage 'dares'. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	identities in the United Kingdom. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use	some are illegal to own, use and give to others. To explore and critique how the media present information. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road	others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To work collaboratively towards shared goals. What positively and negatively affects their physical, mental and emotional health.	How their body will, and emotions may, change as they approach and move through puberty. About human reproduction.

		of prejudice-based language, 'trolling'; how to respond and ask for help.	use and risks in their local environment) and to use this as an opportunity to build resilience. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.			

			To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.			

Year 4	Me and My Relationships To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. That their actions affect themselves and others.	Valuing Difference To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To recognise different types of relationships, including those between	Keeping Myself Safe To differentiate between the terms, 'risk', 'danger' and 'hazard'. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety	Rights and Responsibilities About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child; that these universal rights are there to protect everyone and have primacy both over national law and family	Being My Best To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. What positively and negatively affects their	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. How their body will, and emotions may, change as they approach and move through puberty. How their body will, and emotions may, change as they approach and move through puberty. About human reproduction. The concept of 'keeping something confidential

	To work collaboratively towards shared goals. To recognise and respond appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. What positively and negatively affects their physical, mental and emotional health. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.	acquaintances, friends, relatives and families. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To explore and critique how the media present information. To recognise and challenge stereotypes.	in the environment (including rail, water and fire safety). To recognise and manage 'dares'. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.	and community practices. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To explore and critique how the media present information. To realise the consequences of anti- social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. What being part of a community means and about the varied institutions that support	or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.

					communities locally and nationally.	

				About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).		

	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Year 5	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when they need help and to develop the skills to ask for help; to use basic	To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That differences and similarities between people	What is meant by the term 'habit' and why habits can be hard to change. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To realise the nature	What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally.	What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally.	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To judge what kind of physical contact is acceptable or unacceptable and how to respond. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. How their body will, and emotions may, change as they approach and move through puberty. About taking care of their body, understand

		arise from a number of factors, including family, cultural, ethnic, racial and	and consequences of discrimination, teasing,			ing that they have the right to protect

	techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To realise the consequences of anti- social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.	religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To recognise and challenge stereotypes. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. That their actions affect themselves and others.	bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). To recognise and manage 'dares'. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Which, why and how,	To recognise their increasing independence brings increased responsibility to keep themselves and others safe. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	To recognise their increasing independence brings increased responsibility to keep themselves and others safe. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. That their actions affect themselves and others. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To recognise and challenge stereotypes. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based

			commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and			language, 'trolling'; how to respond and ask for help. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity,

			some are illegal to own, use and give to others. To differentiate between the terms, 'risk', 'danger' and 'hazard'.			sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). About the difference between, and the terms associated with, sex, gender

						identity and sexual orientation.
Year 6	Me and My Relationships To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and how to ask for help and use basic techniques for resisting pressure to	Valuing Difference That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.	Keeping Myself Safe Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). What is meant by the	Rights and Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the	Being My Best What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment)	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental

	do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. To recognise when they need help and to develop the skills to ask for help; to use basic	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.	term 'habit' and why habits can be hard to change. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and		and to use this as an opportunity to build resilience. To recognise when they need help and to develop the skills to ask for help; to use basic	and emotional health. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

	techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. To recognise and respond appropriately to a wider range of feelings in others. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. To judge what kind of physical contact is acceptable or unacceptable and how to respond. About taking care of their	To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To recognise and challenge stereotypes.	some are illegal to own, use and give to others. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. Why and how rules and laws that protect them and others are made and enforced, why different rules are	techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.	How their body will, and emotions may, change as they approach and move through puberty. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. About human reproduction. That bacteria and viruses can affect health and that following simple routines can reduce their spread.

	body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM)			needed in different situations and how to take part in making and changing rules. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to		

	constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).			take part in making and changing rules.		

Matford Brook Academy

Religious Education
at Matford Brook Academy

Overview

The principal aim of Religious Education (RE) at Matford Brook Academy is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills required to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

Curriculum Principles

Through our aspirational RE curriculum, by the end of their primary education, a pupil of Matford Brook Academy will:

- Have a grounded understanding of religious and non-religious worldviews, practices and ways of life.
- Recognise how and why sources of authority are used, expressed and interpreted in different ways by individuals and within communities.
- Have the knowledge, understanding and skills needed to handle questions raised by religious and non-religious worldviews, reflecting on their own ideas and ways of living.
- Be able to make connections between religious and non-religious worldviews, concepts, practices and ideas studied.
- Be able express their own critical responses and personal reflections with increasing clarity and understanding.
- Have gained knowledge and skills supported by limitless opportunities for outdoor learning and first hand experiences including visits to local places of worship and visits from members of faith communities.

By the end of Early Years, pupils can…

- Talk about the differences they notice between people, whilst also looking at similarities between different families and communities.
- Talk positively about different appearances, skin colours and hair types.
- Engage in celebrations and value cultural, religious and community events and experiences.
- Talk about other's families and ask questions
- Talk about people that they may have come across within their community
- Explore the purpose of places of worship and places of local importance to the community drawing on their own experiences where possible
- Visit places of worship and places of local importance to the community
- Listen to and ask questions of visitors from different religious and cultural communities
- Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Build a rich bank of vocabulary with which to describe their own lives and the lives of others.

By the end of KS1, pupils can…

- Identify core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how stories show what people believe.
- Give examples of how people use stories, texts and teachings to guide their beliefs, actions and worldviews.

- Give examples of ways in which people put their beliefs into practice.
- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.
- Give a good reason for the views they have and the connections they make.

By the end of lower KS2, pupils can…

- Identify and describe the core beliefs and concepts studied.
- Make clear links between texts/sources of authority and the core concepts studied.
- Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to religious and non-religious people.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.
- Describe how people show their worldviews in how they worship and in the way they live.
- Identify some differences in how people put their worldviews into practice.
- Make links between some of the worldviews studied and life in the world today, expressing some ideas of their own clearly.
- Raise important questions and suggest answers about how far the worldviews studied might make a difference to how they think and live.
- Give good reasons for the views they have and the connections they make.

By the end of upper KS2, pupils can…

- Identify and explain the core beliefs and concepts studied, using examples of texts/sources of authority in religions.
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.
- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
- Make clear connections between what religious and non-religious worldviews and how these people live, individually and in communities.
- Using evidence and examples, show how and why people put their worldviews into practice in different ways
- Make connections between the beliefs and concepts studied, evaluating and explaining their importance to different religious and non-religious people.
- Reflect on and articulate lessons people might gain from the worldviews studied, including their own responses, recognising that other may think differently.
- Consider and weigh up how worldviews studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

In order to achieve a true understanding of RE, topics are sequenced based on the following rationale:

- It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time (systematic units) and then including 'thematic units', which build on learning by comparing the beliefs and practices of different religious and non-religious worldviews.
- Depth is more important than overstretched breadth and so the study of different religions is

restricted to 4 per key stage.

- Good practice in RE, as well as European and domestic legislation, has established the principle that RE should be inclusive of both religious and non-religious worldviews.
- Understanding Christianity is a requirement in each key stage as this represents the highest proportion of religious believers in the country. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, and Judaism. Non-religious worldviews, including for example Humanism, will also be the focus for study.
- This sequence sets out a context for open exploration of religious and non-religious worldviews. It offers a structure through which pupils can encounter diverse religious worldviews alongside non-religious worldviews – which reflect the backgrounds of many pupils in our school.
- It is a spiral curriculum so that pupils will revisit previously taught worldviews. Each lesson begins with a 'Flashback' task which reviews learning from previous lessons, units and years so that this knowledge is more easily embedded in pupils' long-term memory.
- In EYFS, pupils are encouraged to develop positive attitudes about the differences between people through 'Understanding the World'. Resources reflect the diversity of life in modern Britain and pupils celebrate and value cultural, religious and community events and experiences.

The RE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students experiencing disadvantage or vulnerability do not always have same level of social/cultural competence and experiences as non-disadvantaged peers. Trips to places of worship and inviting visitors from faith communities improves the cultural capital of these pupils.
- The RE curriculum encourages exposure to different cultures, religions and ways of life.
- It encourages pupils to express their views through discussion and debates on a variety of key questions linked to religious and non-religious worldviews.
- Special educational needs/disabilities are given extra support through a wide range of resources to scaffold their learning. These scaffolds include, but are not limited to, dual coding symbols in lessons, visual representations, vocabulary supports and additional adult support.

We fully believe RE can contribute to the personal development of students at Matford Brook Academy:

- Pupils will have an improved understanding of the life choices of those who they may live amongst in the local community or in the wider area. Greater tolerance, respect and understanding will enhance the positive impact they have in the different communities they belong to.
- Pupils will become reflective learners, thinking about their own religious or non-religious worldviews and how these influence their behaviour and attitudes.
- Pupils will gain a greater appreciation of the differences between people.
- Pupils will develop debating and reasoning skills in order to express their viewpoints and consider those of other people with regards to 'Big Questions' explored as part of the curriculum.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview: Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	In Nursery, children will begin to Understand the World by exploring People, Culture and Communities.					
Reception Visitor	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	What places are special and why?	
	What times/stories are special and why?					
Year 1 Visitor	What does it mean to belong in a faith or belief community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and others, and why does it matter?
Year 2 Visitor	Who is Muslim and how do they live? (1)	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (2) Trip: Mosque	What is the 'good news' that Christians believe Jesus brings?	Why does Easter matter to Christians?	What makes some places sacred to believers?
Year 3 Visitor	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place?
Year 4 Visitor	What do Hindus believe God is like?	What is the Trinity and why is it important to Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus died, 'Good Friday'?	How do people from religious and non-religious communities celebrate key festivals?	How and why do people mark the significant events of life?
Year 5 Visitor	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	What does it if Christians believe God is holy and loving?	Why is the Torah so important to Jewish people? Trip: Synagogue	What does it mean to be a Humanist in Britain today?	What can be done to reduce racism? Can religion help?
Year 6 Visitor	Why do Hindus want to be good?	Christians and how to live: What would Jesus do?	Creation and science: conflicting or complementary?	For Christians, what kind of king is Jesus?	What matters most to Humanists and Christians?	What do religious and non-religious worldviews

						teach about caring for the Earth?

Our Spiral Curriculum

All children are entitled to an aspirational curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in RE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's RE journey at Matford Brook Academy.

Nursery and Reception

<table>
<tr><td colspan="8"></td></tr>
<tr><td rowspan="2">Nursery</td><td></td><td>Understanding the Modern World</td><td colspan="5">Children will: Continue developing positive attitudes about the differences between people.

We will:
• Ensure that resources reflect the diversity of modern Britain
• Encourage children to talk about the differences they notice between people whilst drawing their attention to similarities between different families and communities.
• Answer their questions and encourage discussion. Suggestion: Talk positively about difference appearances, skin colours and hair types.
• Celebrate and value cultural, religious and community events and experiences.
• Help children to learn each other's names, modelling correct pronunciation.</td></tr>
<tr><td></td><td></td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td rowspan="2">Reception</td><td rowspan="2">Knowledge and Skills</td><td>Being special: where do we belong?</td><td>Why is Christmas special for Christians?</td><td>Why is the word 'God' so important to Christians?</td><td colspan="2">Why is Easter special to Christians?</td><td>Which places are special and why?</td></tr>
<tr><td colspan="6">What times/stories are special and why?</td></tr>
</table>

		* **Talk** about some religious stories. * **Recognise** some religious words * **Identify** some of their own feelings in the stories they hear. * **Identify** a sacred text. * **Talk** about some of the things these stories teach believers.				
		* **Talk** about the idea that each person is unique and valuable. * Introduce the idea that religions teach that each person is unique and valuable. * **Explore** Christian and Jewish views that God loves people even before they are born. * **Consider** signs and symbols used in the welcoming of children into the faith community. * **Talk** about how children are welcomed into another faith or belief community.	*__Talk__ about people who are special to them. * Say what makes their family and friends special to them. * **Recall** simply what happens at a traditional Christian festival. * Begin to **recognise** the word 'Incarnation' as describing the belief that God came to Earth as Jesus. * **Retell** religious stories, making connections with personal experiences.	* **Talk** about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. * **Retell** stories, talking about what they say about the world, God, human beings. * Think about the wonders of the natural world, **expressing ideas and feelings.** * Say how and when Christians like to thank their Creator. * **Talk** about what people do to mess up the world and what they do to look after it. * Say how and when Christians like to thank their Creator. * **Talk** about what people do to mess up the world and what they do to look after it.	*** Recognise and retell stories** connected with celebration of Easter. * Say why Easter is a special time for Christians. * **Talk** about ideas of new life in nature. * **Recognise** some symbols Christians use during Holy Week and make connections with signs of new life in nature. * **Talk** about some ways Christians remember these stories at Easter.	**Talk** about somewhere that is special to themselves, saying why. * **Recognise** that some religious people have places which have special meaning for them. * Begin to **recognise** that for Christians, Muslims of Jews, these special things link to beliefs about God. * Get to know and **use appropriate words** to talk about their thoughts and feelings when visiting a Church. ***Express a personal response** to the natural world.

Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Topic**	**What does it mean to belong to a faith community?**	**What do Christians believe God is like?**	**Who is Jewish and how do they live?**		**Who do Christians say made the world?**	**How should we care for the world and for others and why does it matter?**
	Knowledge introduced	* Loving others in communities. * What Jesus and another leader taught about love. * What happens at a traditional Christian, Jewish or Muslim welcome ceremony. * Ways people show their love and belong to each other (e.g marriage). * Expressions of identity and belonging in faith communities and other communities. * What is good about being in a community/ faith community/ themselves.	* Parables. * Lost Son from the Bible – making links with Christian idea of God as a forgiving father. * Examples of ways in which Christians show their belief in God as loving and forgiving. * Examples of how Christians put beliefs into practice in worship. * Thoughts about whether something can be learnt from the story for themselves.	* Recognise the words of the Shema as a Jewish prayer. * Retell simple stories used in Jewish celebrations. * Examples of how Jewish people celebrate special times. * Examples of how some Jewish people might remember God in different ways.		* Story of Creation (Genesis 1:1 – 2:3) * Creation is the beginning of the 'big story' of the Bible. * What the story tells Christians about God, *Creation and the world. *Examples of what Christians do to say 'thank you' to God for Creation. * What they personally have to be thankful for.	* Stories that say something about each person being unique and valuable. * Examples of key beliefs some people find in one of these stories. * Examples of how people show that they care for others. * Examples of how Christians and Jews show care for the earth. * Why Christians and Jews might look after the world. * Reasons why everyone should care for others and look after the natural world. * What difference believing in God makes to how people treat each other and the natural world.

	Skills introduced	**Give examples** of ways in which people express their identity and belonging within faith communities and other communities, **responding sensitively to differences.**	**Think, talk and ask questions** about whether they can learn anything from the story for themselves exploring different ideas. **Give a reason** for ideas and connections they make.	**Relate and give examples** of how stories relate to Jewish thoughts about God. **Making links** between Jewish stories and how believers live.	**N/A**	
	Knowledge revisited	Learning about communities in EYFS.	Learning about celebrations and religious holidays in EYFS.	Learning about differences in people and appearances in EYFS.	Key stories about creation in EYFS. **Christianity** *What do Christians believe God is like? (Y1)*	Natural world in EYFS. **Previous religions studied:** **Christianity** **Judaism** **Non-religious views**
	Skills revisited	**N/A**	**N/A**	**Giving good reasons** for their ideas about whether reflecting, thanking and praising and remembering have something to say to them too. **Talking** about what they think is good about reflecting, thanking, praising and remembering for Jewish people, **giving a good reason for their ideas.**	**Think, talk and ask questions** about living in an amazing world. **Give a reason** for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	**Think, talk and ask questions** about living in an amazing world. **Give reasons** for ideas they and connections they make between the Jewish/Christian Creation story and the world they live in. **Give good reasons** why everyone (religious and non-religious) should care for others and the world.

Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	**Who is Muslim and how do they live?**	**Why does Christmas matter to Christians?**	**Who is a Muslim and how do they live? Pt2**	**What is the 'good news' that Christians believe Jesus brings?**	**Why does Easter matter to Christians?**	**What makes some places sacred to believers?**
Year 2	**Knowledge introduced**	**(Revisited in Spring 1)** * Words of the Shahadah and it's important to Muslims. * Key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. * Examples of how Muslims use the Shahadah to show what matters to them. * Stories about the Prophet Muhammed and how these show what Muslims believe. * How stories about the Prophet guide Muslims beliefs and actions. * How Muslims put beliefs about prayer into action.	* Stories of Jesus' life from the Gospels. * Story of Jesus' birth. * Why Jesus is important for Christians. * Examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. * What people have to be thankful for.	**(Continued)** * Words of the Shahadah and it's important to Muslims. * Key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. * Examples of how Muslims use the Shahadah to show what matters to them. * Stories about the Prophet Muhammed and how these show what Muslims believe. * How stories about the Prophet guide Muslims beliefs and actions. * How Muslims put beliefs about prayer into action.	* Stories from the Bible that link with the concept of 'Gospel' or 'Good News'. * What Bible texts mean to Christians. * That Jesus gives instructions to people about how to behave. * Examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. * Examples of how Christians put these beliefs into practice in the Church community and their own lives.	* Incarnation and Salvation. * How these are part of a 'Big Story' of the Bible. * Stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. * Examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	* Special places where people go to worship. * What people do in the special places. * Objects used in worship in two religions and accounts of how they are used and what they mean. * Beliefs about worship and beliefs about God and connections between these and places of worship. * Examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. * Examples of how people worship at a church, mosque or synagogue. * Why some people belong to a sacred building or a community.

	Skills introduced	**N/A**	**Decide and reflect on what they personally have to be thankful for,** giving a reason for their ideas.	**N/A**	**N/A**	**N/A**	**N/A**
	Knowledge revisited	**N/A**	**Christianity** *What do Christians believe God is like? (Y1)* *Who do Christians say made the world? (Y1)*	**Islam** *Who is a Muslim and how do they live? (Y2)*	**Christianity** *What do Christians believe God is like? (Y1)* *Who do Christians say made the world? (Y1)* *Why does Christmas matter to Christians? (Y2) Why does Easter matter to Christians? (Y2)*	**Christianity** *What do Christians believe God is like? (Y1)* *Who do Christians say made the world? (Y1)* *Why does Christmas matter to Christians? (Y2)*	**Previous religions studied:** **Christianity** **Judaism** **Islam** **Non-religious views**

	Skills revisited	**Think, talk and ask questions** about Muslim beliefs and ways of living. **Talk** about what they think is good for Muslims about prayer, respect, celebration and self-control, **giving a good reason** for their ideas. **Give a good reason for their ideas** about whether prayer, respect, celebration and self-control have something to say for them too.	**Think, talk and ask questions** about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, **giving a reason** for their belief.	**Think, talk and ask questions** about Muslim beliefs and ways of living. **Talk** about what they think is good for Muslims about prayer, respect, celebration and self-control, **giving a good reason** for their ideas. **Give a good reason for their ideas** about whether prayer, respect, celebration and self-control have something to say for them too.	**Think, talk and ask questions** about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a **good reason for their ideas.**	**Think, talk and ask questions** about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and **giving a good reason for their ideas.**	**Think, talk and ask good questions** about what happens in a church, synagogue or mosque, saying what they think about these questions, **giving good reasons** for their ideas. **Talk about** what makes some places special to people, and what the difference is between religious and non-religious special places.

Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Topic**	**What do Christians learn from the Creation Story?**	**What is it like for someone to follow God?**	**How do festivals and worship show what matters to a Muslim?**	**What kind of world did Jesus want?**	**How do festivals and family life show what matters to Jewish people?**	**How and why do people try to make the world a better place?**
	Knowledge introduced	* Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. * Links between Genesis 1 and what Christians believe about God and Creation. * That the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. * What Christians do because they believe that God is the Creator. * How Christians pray to God, say sorry and ask for forgiveness and why.	* Links between the story of Noah and the idea of covenant. * Links between promises in the story of Noah and promises that Christians make at a wedding ceremony. * Links between the story of Noah and how we live in school and the wider world.	* Beliefs about God in Islam expressed in Surah 1. * Links between beliefs about God and ibadah. Examples of how ibadah in Islam and describe what they involve. * Links between Muslim beliefs about God and a range of ways in which Muslims worship.	* Texts that come from a Gospel which tells the story of the life and teaching of Jesus. * Links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. * What Jesus' actions towards outcasts mean for a Christian. * Examples of how Christians try to follow Jesus' teaching in different ways.	* Jewish beliefs about God, sin and forgiveness and what they mean. * Links between the story of the Exodus and Jewish beliefs about God and His relationship with the Jewish people. * Links between Jewish beliefs about God and His people and how Jews live. * How Jews show their beliefs through worship in festivals, both at home and in wider communities.	* Beliefs about why the world is not always a good place. * Links between religious beliefs and teachings and why people try to live and make the world a better place. * Links between teachings about how to live and ways in which people try to make the world a better place. * Examples of how people try to live. * Differences between how people put their beliefs into action.

	Skills introduced	**Raise questions and suggest answers** about what might be important in the Creation story for Christians and for non-Christians living today.	**Make links** between the story of Noah and how we live in school and the wider world.	**N/A**	**N/A**	**Offer informed suggestions** about the meaning of the Exodus story for Jews today.	**Express their own ideas** about the best ways to make the world a better place, making links with religious ideas studied.
	Knowledge revisited	**Christianity** *What do Christians believe God is like? (Y1)* *Who do Christians say made the world? (Y1)* *Why does Christmas matter to Christians? (Y2)* *Why does Easter matter to Christians? (Y2)*	**Christianity** *What do Christians believe God is like? (Y1)* *Who do Christians say made the world? (Y1)* *Why does Christmas matter to Christians? (Y2)* *Why does Easter matter to Christians? (Y2)* *What do Christians learn from the Creation Story? (Y3/4)*	**Islam** *Who is a Muslim and how do they live? (Y2)*	**Christianity** *What do Christians believe God is like? (Y1)* *Who do Christians say made the world? (Y1)* *Why does Christmas matter to Christians? (Y2)* *Why does Easter matter to Christians? (Y2)* *What do Christians learn from the Creation Story? (Y3/4)* *What is it like for someone to follow God? (Y3/4)*	**Judaism** *Who is Jewish and how do they live? (Y1)*	**Previous religions studied:** **Christianity** **Judaism** **Islam** **& Non-religious views.**

	Skills revisited	**N/A**	**N/A**	**Raise questions and suggest answers** about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. **Make links** between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, **giving good reasons for their ideas.**	**Make links** between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	**Raise questions and suggest answers** about whether it is good for Jews and everyone else to remember the past and look forward to the future. **Make links** with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	**Raise questions and suggest answers** about why the world is not always a good place, and what are the best ways of making it better. **Make links** between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.

Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	**Topic**	**What do Hindus believe God is like?**	**What is the 'Trinity' and why is it important to Christians?**	**What does it mean to be a Hindu in Britain today?**	**Why do Christians call the day that Jesus died, 'Good Friday'?**	**How do people from religious and non-religious communities celebrate key festivals?**	**How and why do people mark the significant events of life?**
	Knowledge introduced	* Hindu deities and how they help Hindus describe God. * Links between some stories and what Hindus believe about God. * Links between beliefs about God and how Hindus live. * Different ways in which Hindus worship.	* What a Gospel is and examples of the kinds of stories it contains. * What texts about baptism and Trinity mean. * Examples of what these texts mean to some Christians today. * How Christians show their beliefs about God the Trinity in worship in different ways.	* How Hindus show their faith within their families in Britain today. * How Hindus show their faith within their faith communities in Britain today. * Different ways in which Hindus show their faith. * Terms and definitions: Dharma, Sanatan Dharma, Hinduism * Links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	* Definition of the term 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people. * What the events of Holy Week mean to Christians. * Examples of what Christians say about the importance of the events of Holy Week. * Links between the Gospel accounts and how Christians mark the Easter events in their communities. * How Christians how their beliefs about Jesus in worship in different ways.	* Find out about how, why and by whom celebrations are done, making connections to religious and non-religious world views. * Look at information about diversity within how festivals are celebrated. * Ask a variety of people from different religious and non-religious worldviews and analyse the results. * Explore the benefits of celebration to religious communities.	* Beliefs about love, commitment and promises in two religious traditions and what they mean. * Meaning and importance of ceremonies of commitment for religious and non-religious people today. * What happens in ceremonies of commitment and what these rituals mean. * Links between beliefs about love and commitment and how people in at least two religious traditions live. * Differences in how people celebrate commitment.

	Skills introduced	**N/A**	**Describe** how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	**N/A**	**Raise thoughtful questions and suggest some answers** about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	**Identify some differences in how people within and between different religious and non-religious worldviews** celebrate festivals (e.g. different approaches to celebrating Christmas).	**N/A**
	Knowledge revisited	**N/A**	**Christianity** *What do Christians believe God is like? (Y1)* *Who do Christians say made the world? (Y1)* *Why does Christmas matter to Christians? (Y2)* *Why does Easter matter to Christians? (Y2)* *What do Christians learn from the Creation Story? (Y3)* *What is it like for someone to follow God? (Y3)* *What kind of world did Jesus want? (Y3)*	**Hinduism** *What do Hindus believe God is like? (Y3)*	**Christianity** *Why does Easter matter to Christians? (Y2)* *What is it like for someone to follow God? (Y3)* *What kind of world did Jesus want? (Y3)* *What is the 'Trinity' and why is it important to Christians? (Y3)*	**Christianity** *Why does Christmas matter to Christians? (Y2)* *Why does Easter matter to Christians? (Y2)* **Previous religions studied:** **Christianity** **Judaism** **Islam** **& Non-religious views.**	**Previous religions studied:** **Christianity** **Judaism** **Islam** **& Non-religious views.**

	Skills revisited	**Raise questions and suggest answers** about whether it is good to think about the cycle of create/preserve/destroy in the world today. **Make links** between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	**Make links** between some Bible texts studied and the idea of God in Christianity, **expressing clearly some ideas of their own** about what Christians believe God is like.	**Raise questions and suggest answers** about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, **giving good reasons for their ideas**. **Make links** between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	**Make simple links** between the Gospel accounts and how Christians mark the Easter events in their communities. **Describe** how Christians show their beliefs about Jesus in worship in different ways	**Raise questions and suggest answers** about how far beliefs and different practices studied might make a difference to how pupils think and live. **Make simple links between stories, teachings and values** behind festivals and how people remember these when celebrating. **Describe** how people show what is important to them at a festival in how they mark it.	**Raise questions and suggest answers** about whether it is good for everyone to see life as a journey, and to reach the milestones. **Make links** between ideas of love, commitment and promises in religious and non-religious ceremonies. **Give good reasons** why they think ceremonies of commitment are or are not valuable today.

Year 5

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Topic**	**What does it mean to be a Muslim in Britain today?**	**Why do Christians believe Jesus was the Messiah?**	**What does it mean for Christians to believe that God is holy and loving?**	**Why is the Torah so important to Jewish people?**	**What does it mean to be a Humanist in Britain today?**	**What can be done to reduce racism? Can religion help?**
Year 5	**Knowledge introduced**	* Explain Muslim beliefs about God, the Prophet and the Holy Qur'an (Tawhid; Muhammed as the Messenger, Qur'an as the message). * Ways in which Muslim sources of authority guide Muslim living. * Connections between Muslim beliefs and ibadah.	* The place of Incarnation and Messiah within the 'big story' of the Bible. * How to identify Gospel and Prophecy texts using technical terms. * How Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.	* Different types of biblical texts. * Connections between biblical texts and Christian ideas of God using theological terms. * Connections between Bible texts studied and what Christians believe about God. * How Christians put their beliefs into practice in worship.	* Explain Jewish beliefs about God. * Examples of some texts that say what God is like and explain how Jewish people interpret them. * Connections between Jewish beliefs about the Torah and how they use and treat it. * Connections between Jewish commandments and how Jews live.	* Study Census 2021 data. * Explore Humanists beliefs about life's origins, linking this to science. * The humanist rejection the idea of knowledge being 'revealed' by a supernatural being. * The humanist belief that we only have one life and how we should live it. * Connections between value similarities and differences.	* People who have given their lives to reducing prejudice and hatred. *The statues of Colston and Wesley in Bristol. *Art, prayer and other forms of expression have been used to tackle racism. * Christian stories about human unity. * Prophet Muhammad's teachings to set racial differences aside.

	Skills introduced	**Give evidence and examples** to show how Muslims put their beliefs into practice in different ways. **Make connections** between Muslim beliefs studied and Muslim ways of living in Britain/Devon and Torbay today. **Consider and weigh up** the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. **Reflect on and articulate** what it is like to be a Muslim in Britain today, giving good reasons for views.	How to **explain connections** between biblical texts, Incarnation and Messiah **using theological terms.** **Comment on** how the idea that Jesus is the Messiah makes sense in the wider world.	**Weigh up** how biblical ideas and teachings about God as holy and loving might make a difference in the world today, **developing insights of their own.**	**N/A**	**Think, talk and ask questions about what motivates Humanists** to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife.	**Raise important questions and suggest answers** about how to reduce racism. **Interpret case studies** of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. **Offer a reasoned response to the unit question**, with evidence and examples, expressing insights of their own.

	Knowledge revisited	**Islam** *Who is a Muslim and how do they live? (Y2)* *How do festivals and worship show what matters to a Muslim? (Y3)*	**Christianity** *What do Christians believe God is like? (Y1)* *Why does Christmas matter to Christians? (Y2) Why does Easter matter to Christians? (Y2) What do Christians learn from the Creation Story? (Y3)) What is it like for someone to follow God? (Y3) What is the 'Trinity' and why is it important to Christians? (Y4)* *Why do Christians call the day Jesus died, 'Good Friday'? (Y4)*	**Christianity** *What do Christians believe God is like? (Y1)* *What is it like for someone to follow God? (Y3/4)* *What kind of world did Jesus want? (Y3)* *What is the 'Trinity' and why is it important to Christians? (Y4)*	**Judaism** *Who is Jewish and how do they live? (Y1)* *How do festivals and family life show what matter to Jewish people? (Y3)*	**Previous religions studied:** **Christianity** **Non-religious views**	**Previous religions studied:** **Christianity** **Humanism** **Non-religious views.**

	Skills revisited	**N/A**	**Weigh up** how far the idea of Jesus as the Messiah – a saviour from God – is important in the world today and, if it is true, what difference that might make in peoples' lives, **giving good reasons** for their answers.	**Make clear connections** between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed	**Give evidence and examples** to show how Jewish people put their beliefs into practice in different ways. **Make connections** between Jewish beliefs studied and explain how and why they are important to Jewish people today. **Consider and weigh up** the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	**Make connections** between belief and behaviour in their own lives, in the light of their learning.	**Make clear connections** between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities**.**

Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	**Topic**	**Why do Hindus want to be good?**	**Christians and how to live: What would Jesus do?**	**Creation and Science: conflicting or complementary?**	**For Christians, what kind of king is Jesus?**	**What matters most to Humanists and Christians?**	**What do religious and non-religious worldviews teach about caring for the Earth?**
	Knowledge introduced	* Using technical terms to identify and explain Hindu beliefs e.g. dharma, karma, samsara, moksha. * The story of the man in the well and what this means and how it relates to Hindu beliefs about samsara, moksha etc. * Connections between Hindu beliefs about dharma, karma and samsara and moksha and ways in which Hindus live. * The connections between the four Hindu aims of life and the four stages of life.	***** Examine: Foundations for living: the wise and foolish builders: Matthew 7:24 – 27 The Sermon on the Mount: Matthew 5 – 7. A healing miracle: The Centurion's Servant: Luke 7:1–10 *Explore ways in which Christians try to use Jesus' words as their 'foundations for living: prayer, justice, illness and healing, turning enemies into friends. * How people show generosity to those in need.	* What type of text Genesis 1 is and its purpose. * Connections between Genesis 1 and Christian belief about God as Creator. * Why many Christians find science and faith go together. * Scientific account of cosmology. * Christian scientists	* Connections between biblical texts and the concept of the kingdom of God. * Different possible meanings for the biblical texts studied and awareness of different interpretations. * Connections between belief in the kingdom of God and how Christians put their belief into practice. * The different ways Christians put their beliefs into action.	* Explore the notion of good and bad, making links to what Christians and Humanists may believe. * The Humanist 'Code for Living' * Moral concepts such as freedom, truth, peace etc. * The Christian Code for Living linked to Jesus' teachings. * Similarities and differences between Christian and Humanist values.	* Explore Greta Thunberg and the issue of climate justice. *The key concepts such as khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu Dharma) and Tu B'Shevat (Jewish) which have implications for care of the earth. * The work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree-planting, the Hindu Bhumi Project, Christian projects Eco Church or Operation Noah. * Examples of creative expressions of green spirituality
	Skills introduced	**N/A**	**Articulate their own responses** to the issues studied, recognising different points of view.	Taking account of the context, **suggest** what Genesis 1 might mean and **compare their ideas** with ways	**Relate** the Christian kingdom of God model to issues, problems and	**N/A**	**N/A**

				in which Christians interpret it, **showing awareness of different interpretations. Identify key ideas** arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, **justifying their responses.**	opportunities in the world today.		
	Knowledge revisited	**Hinduism** *What do Hindus believe God is like? (Y4)* *What does it mean to be a Hindu in Britain today? (Y4)*	**Christianity** *What do Christians believe God is like? (Y1)* *What is the 'good news' that Christians believe Jesus brings? (Y2)* *What kind of world did Jesus want? (Y3)* *What is the 'Trinity' and why is it important to Christians? (Y4)* *Why do Christians call the day that Jesus died, 'Good Friday'? (Y4)* *Why do Christians believe that Jesus was the Messiah? (Y5)*	**Christianity** *What do Christians believe God is like? (Y1)* *What do Christians learn from the Creation Story? (Y3)*	**Christianity** *What do Christians believe God is like? (Y1)* *What do Christians learn from Creation Story? (Y3)* *What is it like for someone to follow God? (Y3) What is the 'Trinity' and why is it important to Christians? (Y4) What does it mean for Christians to believe that God is holy and loving? (Y5) Why do Christians believe that Jesus was the Messiah? (Y5)*	**Previous religions studied:** **Christians** **Non-religious views including** *What does it mean to be a Humanist in Britain today? (Y5)*	**Previous religions studied:** **Christianity** **Judaism** **Islam** **Hinduism** **& Non-religious views.**

	Skills revisited	**Give evidence and examples** to show how Hindus put their beliefs into practice in different ways. **Make connections** between Hindu beliefs studied. **Explain** how and why they are important to Hindus. **Reflect on and articulate** what impact belief in Karma and dharma might have on individuals and the world, **recognising different points of view.**	**Make connections** between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives	**Weigh up** how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, **giving good reasons for their views.**	**Articulate** their own responses to the idea of the importance of love and sacrifice and service in the world today.	**Raise important questions** and suggest answers about how and why people should be good ***Make connections** between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	**Reflect on** and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. **Consider and weigh up** different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.

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Reading at
Matford Brook Academy

Reading is at the heart of everything we do at Matford Brook Academy. We value not only the huge role that reading plays across our curriculum on a daily basis in raising standards of achievement, but also the social and emotional gains it brings to every reader. As a school with the highest aspirations for all of our children, we recognise that we need to foster a positive reading environment from the earliest opportunities. Thus, we promote a reading culture that inspires children to find passion in reading, makes them keen to read and helps them to develop into ardent, avid readers and life-long learners.

"Once you learn to read, you will be forever free."
– Frederick Douglass

Children in Y2-3 continue to use our Little Wandle scheme, moving forward to reading fluency practice. Their fluency will be assessed against national words-per-minute reading norms and then children will be grouped based on these assessments to ensure they are reading books which match their current fluency skill. These books are written by popular, celebrated authors, who have written these texts specifically for the programme. They are especially enjoyable to read, helping to make this first experience of extended reading as positive as it can be. Each group will complete three sessions of fluency practice per week, with adults supporting development of vocabulary, prosody and comprehension. These sessions will also introduce children to different ways of practising and honing their reading skill, using techniques such as echo, choral and emotive reading. This will ensure that children are best prepared for the jump in reading content in UKS2.

Children from Y4-6 engage in whole-class reading lessons, where the week's extracts fall under a theme that complements learning in different curriculum areas. Our children love the ambitious and broad topics covered in these sessions, which help to give them a wider awareness and understanding of their termly topics, as well as the wider world.

Children who are not yet accessing whole-class teaching progress through banded books – these are Phase and Set specific (in keeping with Little Wandle Letters and Sounds) books from Collins Big Cat, which match the children's attainment in Phonics. Some children in Year 2-6 may be part of our daily 'Rapid Catch Up' intervention, to ensure they secure their phonetic knowledge as soon as possible. We expect families to regularly read with their children at home and make comments in their child's reading record.

We make sure that all children from Y2-6 are accessing books that are appropriate to their current fluency and comprehension attainment. To ensure this, we use Accelerated Reader, an online platform where children complete STAR tests to determine their Zone of Proximal Development (ZPD). When children know their ZPD, they can borrow any book from within their level from the library. Once they've finished their books, they can complete comprehension quizzes on books they have read from the library or at home, earning points towards reading prizes in our assembly - our children often aim to be a word millionaire!

We work closely with our local Schools' Library Service to keep our book stock current and to ensure that we have something for everyone, particularly gaining quality fiction and non-fiction texts that provide further context for our current learning. Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum and further develop their understanding and knowledge of their current topic.

All year groups have Shared Reading time every day, where the class teacher will read a specifically-chosen, high-quality text that is challenging in language, plot or theme, to help children be immersed in a world that they may not yet be able to enter by themselves. All staff agree that this time together as a class is sacred and protected - it is often commented as both staff and children's favourite time of day! There are also opportunities for children to read simply for pleasure during the week with our Drop Everything and Read sessions, where all work ceases and the joy of reading begins! Learning is never limited to the classroom at Matford Brook Academy, and outdoor reading is a particular highlight during the sunnier months of our summer term - children will often request to read in our outdoor classroom or bird hide for a peaceful, calming experience.

Children are encouraged to recommend books to each other and to make suggestions to staff of any books that they'd like to see in the school Library. Our reading ambassadors do a fantastic job creating book reviews for every school newsletter.

Children record regularly in their reading journals; if there are three comments about their reading, as well as one adult signature, per week, a ticket into our termly Read to Succeed draw will be given, where the children could win a brand-new book selected from the Recommended Reads list used by teaching staff. In addition, our extra-curricular reading offer continues to grow, including book clubs run in the Early Years and KS2, as well as opportunities for children to meet and work with awesome authors during World Book Day.

In every area of our Reading curriculum, we have the highest expectations and aspirations for our children. We know that Matford Brook Academy children are scholars and our Reading offer only helps to solidify and further this.

Reading has, and always will, be the highest priority at Matford Brook Academy!

Overview

At Matford Brook Academy, we endeavour to create a love for reading. We want every child to leave the school with the skills of an excellent reader who:

- Has the ability to discuss their reading with confidence and clarity, recognising their own authorial voice;
- Thinks about the impact reading has on their life and how the best authors communicate different ideas and emotions.
- Has a sophisticated bank of vocabulary and an excellent knowledge of authorly techniques to extend details or description within their written and verbal descriptions of reading texts
- Can structure and organise their thoughts to identify their understanding of a variety of texts
- Displays excellent decoding and fluency that ensure their reading communicates the appropriate meaning and tone of a variety of texts
- Re-reads, edits and improves their expression so every text they read is to the best of their ability and better than the last.

Throughout their time at Matford Brook Academy, children develop their reading skills by exploring a whole range of different genres. We expect the highest standards of reading discussion and analysis every time a child reads in any subject, not just in English lessons, and place great importance on self-checking, re-reading and providing answers in full sentences when discussing a text.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

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

By the end of Early Years, pupils will be able to:

Communication and Interaction:

Maintain attention, concentrates and sits quietly during appropriate English activities; responds to instructions involving a two-part sequence; understands humour (e.g. nonsense rhymes); extends vocabulary, especially by grouping and naming; exploring the meaning and sounds of new words; two-channelled attention, listening for a short span; able to follow a story without pictures and prompts; uses language to imagine and recreate roles and experiences in play situations; listens and responds to ideas expressed by others in conversation or discussion; links statements and sticks to a main theme or intention.

EYFS - Reading:

Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; links sounds to letters, naming and sounding the letters of the alphabet; Begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; Links sounds to letters, naming and sounding the letters of the alphabet; begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words; They demonstrate understanding when talking with others about what they have read.

Reading By the end of KS1 and KS2, pupils can…

	Word Reading		Comprehension			
	Decoding	By year end	Reading for Pleasure	Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
Y2	Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct E | TI | Ex Read accurately, automatically and without undue hesitation including • Words of 2 or more syllables • Words containing common suffixes • Most common exception words E | TI | Ex Read most words quickly and accurately without blending out loud, e.g over 90 words per minute E | TI | Ex Begin to read silently with understanding. E | TI | Ex | GD	AR level 1.9+ Book bands: gold+ Reading age 7.0 +	Read independently, demonstrating increasing stamina E | TI | Ex | GD Show developing preferences through book choice E | TI | Ex | GD	**Infer** - Make inferences from texts that they read themselves, on the basis of - what's being said and done - cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher). E | TI | Ex | GD **Predict** what might happen on the basis of what has been read so far E | TI | Ex | GD **Clarify** - Discuss and clarify the meaning of words to understand texts further. E | TI | Ex | GD In familiar books, check that it makes sense. E | TI | Ex | GD **Question** - Ask and answer questions about texts E | TI | Ex | GD **Summarise** - Identify and explain the sequence of events in texts. E | TI | Ex | GD	Identify simple literary language in stories and poetry E | TI | Ex | GD Discuss favourite words and phrases and their impact on the meaning. E | TI | Ex | GD	Identify key aspects of texts, e.g. :fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary E | TI | Ex | GD With support, justify personal response to texts. E | TI | Ex | GD

	Word Reading		Comprehension			
	Decoding	**By year end**	**Reading for Pleasure**	**Inference, Prediction, Clarifying, Questioning, Summarising**	**Language for Effect**	**Themes and Convention**
Y 5/ 6	Read age-appropriate books with confidence and fluency, including whole novels E | TI | Ex | GD Use a range of reading strategies to work out any unfamiliar word. E | TI | Ex | GD Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. E | TI | Ex | GD	**Year 5** AR 4.9+ RA 10+ **Year 6** AR 5.9+ RA 11+	Read a broader range of texts including those from literary heritage and more challenging texts. E | TI | Ex | GD Recommend books they have read to their peers, giving reasons for their choices. E | TI | Ex | GD Demonstrate continuing engagement with reading: • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance. E | TI | Ex | GD	**Infer -** Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences. E | TI | Ex | GD **Predict** - Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres E | TI | Ex | GD **Clarify** - Give the meaning of words in context. E | TI | Ex | GD Explore and explain the meaning of words in context. E | TI | Ex | GD Distinguish between fact and opinion. E | TI | Ex | GD Clarify concepts and ideas at sentence, paragraph and whole text level. E | TI | Ex | GD **Question** - Ask and answer questions to improve understanding of themes and authorial intent. E | TI | Ex | GD **Summarise** - Identify and summarise main ideas from across a text. E | TI | Ex | GD Identify key details that support main ideas using quotation for illustration E | TI | Ex | GD Retrieve, record and present key information from non-fiction. E | TI | Ex | GD	Discuss how the structural and presentational choices impact on meaning, theme and purpose. E | TI | Ex | GD Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language. E | TI | Ex | GD	Identify the themes and conventions of a range of texts. E | TI | Ex | GD Discuss/comment on themes and conventions in different genres and forms. E | TI | Ex | GD Make comparisons and contrasts within and across texts. E | TI | Ex | GD Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text. E | TI | Ex | GD Provide reasoned justifications for opinions about a book. E | TI | Ex | GD

In order to achieve a true understanding of English, topics are sequenced based on the following rationale:

- At Matford Brook Academy, we believe that a quality Reading curriculum should develop children's love of reading, writing and discussion, allowing children to access texts from across the curriculum.
- Our aim is to inspire an appreciation of our rich and varied literary heritage and promote a habit of reading widely and often.
- We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning.
- Our topics are sequenced to build on prior knowledge and skills and to build on and deepen previous learning.
- Our pupils benefit from a text-rich, intelligently-sequenced collection of planning and resources.
- Our teachers use clear assessment – English and Whole-class Reading books alongside formative and summative assessment (NFER/Little Wandle) to monitor/assess understanding and progress throughout the year.
- At Matford Brook Academy, we follow and use Little Wandle Letters and Sounds Revised program of phonics study to underpin the teaching of reading from Nursery through to Year 6. It is a fully comprehensive systematic and synthetic phonics program which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Pupils at all phases are assessed to ensure that phonic knowledge is secure. Keep Up intervention is used for any pupils requiring phonic intervention.
- In practice, students from Nursery to Year 6 are exposed to comprehensively planned, daily English lessons (covering speaking, listening, reading and writing). Teachers ensure full coverage of the NC whilst building on pupils' understanding and skills as they move through the school.

The Reading curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students experiencing disadvantage or vulnerability do not always have the same level of social/cultural competence, capital and experiences as non-disadvantaged peers. At Matford Brook Academy, we aim to improve the cultural capital of these pupils through: high quality selection of texts; daily exposure to high quality texts through reading; ensuring all pupils have access to these texts in and out of school; celebrations such as World Book Day and author visits; always holding the highest aspirations for our pupils experiencing disadvantage; hearing those pupils read aloud daily in lessons; aiming for every child to leave Matford Brook Academy as a fluent and avid reader and writer to enable them to access further education successfully.
- The Reading curriculum encourages exposure to different cultures and ways of life through a variety of texts in both reading and writing.
- It encourages pupils to express their views through speaking, listening, discussion and written responses.
- We ensure that all children, irrespective of Special Educational Needs/Disabilities, have access to their current year group's learning. Consideration has been given to the extra support that may needed to make this happen. This can include aspects such as pre-teaching, use of Widgit Maps to support dual-coded vocabulary and use of IT software such as Clicker to support written responses.

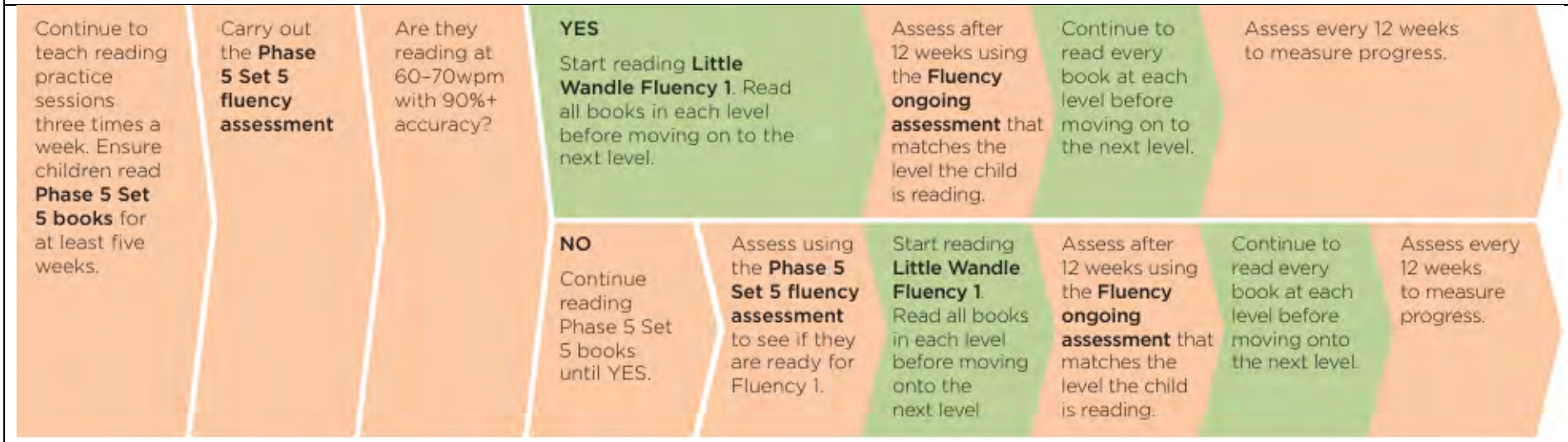
- Little Wandle Keep Up program and Little Wandle Rapid Catch Up is utilised to support children requiring phonic intervention. Some pupils who are working significantly below the expected standard in reading may be part of our SEND Rapid Catch Up interventions, which has been adapted to add in additional opportunities to practise and secure Phase 2 and 3 phonemes, to ensure that these children have the best chance to progress consistently.

We fully believe Reading can contribute to the personal development of students at Matford Brook Academy:

- Reading has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; and it is therefore central to pupil's personal development to learning to speak, read and write fluently and confidently.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. At Matford Brook Academy, we encourage reading to be part of every child's daily routine at school and at home.

Year 2: Autumn term onwards
Follow Little Wandle Letters and Sounds reading practice sessions until Phase 5 phonics programme is finished. See flowchart below



Year 2-3				
If children have completed Phase 5, set 5 reading practice, begin LW reading fluency sessions, beginning at Fluency 1.				
Fluency 1 texts	'Poetry is not for me' by Joshua Siegal	'Talk to the Tail' by Jeanne Wills	'Blaise and the Flint' by Abie Longstaff	'Cycling in Summer' by Joseph Coelho
Fluency 2 texts	'It Could Be Worse' by Anne Fine	'Whodunnit?' by Paula Zorite	'The Friendship Handbook' by Poppy O'Neill	'Ash's Garden' by Joesph Coelho
Fluency 3 texts	'Born in a Fire' by Liz Miles	'Hakari and the Great Secret' by Tony Bradman	'Phantom Castle' by Charlotte Middleton	'Bed Races and Cheese Chases' by Teresa Heapy

Fluency 4 texts	'Diary of a Big Bad (Good) Dingo' by Inbali Iserles	'Sun Gods, Serpents and Slippers' by Jamila Gavin	'The Brilliant Barber Bus' by Richard O'Neill	'Extreme Survival' by Abbie Rushton
Fluency 5 texts	'A Secret History of Words' by Emily Hooton	'Magnificent Minnie Hero' by Claire Baker	'Red Planet Rescue' by Lindsay Galvin	'Insect Maths' by Rachel Davis
Fluency 6 texts	'Yasuke' by Chris Bradford	'The Wolf who cried boy' by Bali Rai	Lily Parr Scores' by Chiara Fedele	'Secrets Unearthed' by Rob Alcraft
Fluency 7 texts	'Moonbows and Alligator Rain' by Isabel Thomas	'The Fairy of Gossamer River' by Zohra Nabi	'The Lost Bark' by Poppy O'Neill	'Spectacular Space' by Inbali Iseries
Fluency 8 texts	'The Mona Lisa Mystery' by Timothy Knapman	'Women Who Ruled the Seas' by Chris Bradford	'The Big Five' by Shiko Nguru	'The Royal Spy' by Ayesha Braganza
Fluency 9 texts	'Animal Takeover' by Ben Hubbard	'The Wedding Shoes' by Sufiya Ahmed	'Pie Fortune and the Evil Wizard' by Gareth P Jones	'Clues from Poos' by Isabel Thomas
Fluency 10 texts	'Astrid's Adventures' by Hawys Morgan	'Three Winter Tales' by Aisha Bushby	'Stories of the Sea' by Jonny Walker	'Game Changers' by Mio Debnam

Year 3: Summer 1

For children who have completed the Little Wandle Fluency programme, they may begin lessons in the style of our whole-class reading curriculum. For the first time, children will work in larger groups with greater independence, studying the same text (often linked to other curriculum areas).

	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Earth Day (Famous figures)	David Attenborough Greta Thunberg	Geography - natural world	Twinkl resources
Week 2	Forces	'Sir Isaac Newton and the Apple Story' 'Magnes the Shepherd and the Discovery of Magnets'	Science - Forces topic	
Week 3	Mountains	'Everest' by Sangma Francis	Geography - Mountains and volcanoes topic (review of previous learning)	High lexile level - challenging read
Week 4	Ancient Greece	'The Role of Women in Ancient Greece' 'Thesus and the Minotaur'	History - Ancient Greeks topic	

Week 5	Monsters	'The Nothing to See Here Hotel' by Steven Lenton 'Amelia Fang and the Unicorn Lords' by Laura Ellen Anderson	English - narrative writing	Core Y3 texts - Reading for pleasure
Week 6				

Year 3: Summer term 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Poetry	'Walking with My Iguana' by Brian Moses 'Be Glad Your Nose Is on Your Face' by Jack Prelutsky	English - poetry	Resistant texts
Week 2	Weather	'How Are Rainbows Formed?' 'Cloudy with A Chance of Meatballs' by Judi Barrett	Geography - weather and climate topic	Picture book curriculum
Week 3	**NFER TESTING**			
Week 4	Light and Shadow	'The Dark' by Lemony Snicket 'Smoot: A Rebellious Shadow' by Michelle Cuevas	Science - light and shadow topic	
Week 5				
Week 6	Graphic Novels	'Dog Man' by Dav Pilkey 'Hilda and the Mountain King' by Luke Pearson	Art week	Reading for pleasure - Y3 selected texts

Year 4: Autumn 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Awesome Authors: Jennifer Killick	'Alex Sparrow and the Really Big Stink' 'Mo, Lottie and the Junkers'	Reading for pleasure - knowledge of authors	
Week 2	Romans	'Ancient Rome' (BBC text) 'Romulus and Remus' by Rudyard Kipling	History - Romans	
Week 3	Sensational Sports Stars!	'Muhammad Ali' (Ducksters article) Simone Biles: Gold Medal Gymnast and Advocate for Healthy Living'	National Fitness Day 20th Sep Black History - inspirational figures	GetEpic resources (Simone Biles)
Week 4	Rabbits	'The Legend of Podkin One-Ear' by Kieran Larwood 'The Velveteen Rabbit' by Margery Williams		Complexity of the narrator
Week 5	Inspirational Individuals	'Dr. Barnado' 'Frida Kahlo'	Future links to learning in Y5-6 (artists, Industrial Revolution) Links to PSHCE work - empathy and differences	SMSC
Week 6	Classic Poetry	'Life Doesn't Frighten Me At All' by Maya Angelou 'Oh the Places You'll Go' by Dr Seuss	Angelou - class name (Y3) PSHCE - mindset	Resistant texts Oracy and performance week KS2
Week 7	STAR testing			

Year 4: Autumn 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Ballads (Disney Songs)	'Reflection' from Mulan 'Let it Go' from Frozen	Music - ballads	
Week 2	Armistice Day	'Why do people wear poppies?" (BBC article) 'Tail-end Charlie' by Mick Manning	History British Values	Picture Book (Tail-End Charlie)
Week 3	Electricity	'The History of Electricity' 'Thomas Edison' biography	Science - electricity	Twinkl resource
Week 4	Rivers	'A River' by Marc Martin	Geography - Rivers	Picture book (A River)

		'Just Around the Bend' from Pocahontas	Music - ballads	
Week 5	**NFER testing**			
Week 6				

Year 4: Spring 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Witches and Wizards	'The Witches' by Roald Dahl 'Harry Potter and the Philosopher's Stone' by JK Rowling	Reading for pleasure	
Week 2	Y4 Classics	'The Demon Headmaster' by Gillian Cross 'The Animals of Farthing Wood' by Colin Dann	English - vocabulary	
Week 3	National Storytelling Week	Naddi the Sea Monster		Oracy and performance focus
Week 4	Chinese New Year (10th Feb)	'Chinese New Year' 'The Story of the Chinese Zodiac'	Y3- Shang Dynasty Link to Autumn 1 class book (Firework Maker's Daughter)	Twinkl resource
Week 5				
Year 4: Spring 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Mental Health (Mental Health Day)	'Life with ADHD'	British Values PSHCE - celebrating difference	GetEpic resource
Week 2	International Women's Day	'Emmeline Pankhurst' 'Rosa Parks'	History - links to Y6 learning (Civil Rights, Suffragetes)	Twinkl resource
Week 3	Spies and Crime	'Agent Asha: Mission Bites' by Sophie Deen 'Framed' by Frank Cottrell Boyce	Careers Week	
Week 4	Vikings	National Geographic Kids - Everything Vikings		GetEpic resource

Week 5	**NFER testing**			

Year 4: Summer 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Songs	'Who's Laughing Now?' by Jessie J 'Read All About It' by Emeli Sande	PSHCE - dreams and goals British Values - individual liberty	Resistant texts
Week 2	Habitats	Unusual Adaptations to Habitats Dolphins in the River Mersey	Science - living things topic	
Week 3	Y4 Novels	'Little Badman and the Invasion of the Killer Aunties' by Humza Arshad 'Fizzlebert Stump' byy AF Harrold	English - quality authors Links with Y5 writing (Little Badman as stimulus)	
Week 4	Money	'What is Money?' by Katie Marsico 'It's a No-Money-Day' by Kate Milner	Maths - Money topic in WR sequence	Picture book curriculum
Week 5	Anglo-Saxons	'Explore Anglo Saxons' by Jane Bingham	History topic	
Week 6				
Year 4: Summer 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Natural Resources	'Explore Natural Resources'	Geography - Natural Resources in Chile unit	GetEpic resource
Week 2	Poetry	'If' by Rudyard Kipling 'Mister Mistoffelees' by TS Elliot		Resistant texts Oracy and performance focus

Week 3	**NFER TESTING**			
Week 4	Y4 Classics	'Pippi Longstocking' by Astrid Lindgren 'The Battle of Bubble and Squeak' by Phillipa Pearce	English - archaic fiction	Archaic texts
Week 5	STAR testing			
Week 6	Graphic Novels	'Alcatoe and the Turnip Child' by Isaac Lenkiewicz 'Super Side Kicks: No Adults Allowed' by Gavin Aung Than	British Values - tolerance and respect	

Year 5: Autumn 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Poetry: Disney Songs	'Out There' from 'The Hunchback of Notre Dame' 'Surface Pressure' from 'Encanto'	British Values - tolerance and respect, individual liberty	Complexity of the plot/symbolism
Week 2	Suspenseful fiction	'Cogheart' by Peter Bunzl 'The Boy in the Tower' by Polly Ho-Yen	English - supporting writing unit	Literacy Shed+ question banks used Complexity of plot
Week 3	Mental health in fiction	'The Goldfish Boy' by Lisa Thompson 'The Mystery of the Colour Thief' by Ewa Jozefkowicz	PSHCE - World Mental Health Day 10-a-day Links to current class novel ('The Light Jar')	Books from Y5 recommended reading lists Complexity of the narrator
Week 4	Black History Month	'Brilliant Black British History' by Atinuke 'The Black Curriculum' - Newsround article	PSHCE British Values Little-known History	Links in with SMSC assembly - Black History Month Oct 2023.
Week 5		'Race to the Frozen North' by Catherine Johnson 'Walter Tull's Scrapbook' by Michaela Morgan		
Week 6	Archaic Poetry	'The Charge of the Light Brigade' by Alfred, Lord Tennyson		Oracy and performance week KS2

Week 7	

Year 5: Autumn 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Picture books in Y5	'The Wolves in the Walls' by Neil Gaiman	PSHCE	Resistant text
Week 2	Anti-bullying Week	'Wonder' by RJ Palacio 'There's a Boy in the Girls' Bathroom' by Louis Sachar	PSHCE British Values - mutual respect	Louis Sachar - author of class reader in Y6 Wonder text used in some PSHCE lessons across the school Complexity of the narrator
Week 3	Nigeria	'Explore Nigeria' by Rosie Nanz	Geography - slums PSHCE - life around the world	GetEpic resource
Week 4	Great Openings	'The Clockwork Crow' by Catherine Fisher 'Amari and the Night Brothers' by BB Alston	Black History Month English - suspense features	Diverse, female leads Recommended UKS2 books Complexity of the plot
Week 5	**NFER TESTING**			
Week 6				

Year 5: Spring 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Classic poetry	'The Walrus and the Carpenter' 'We Refugees' by Benjamin Zephaniah	English - poetry unit PSHCE - refugees	Resistant texts
Week 2	Children's classics	'The Wind in the Willows' by Kenneth Grahame	SATS - archaic language use	Archaic texts

		'The Secret Garden' by Frances Hodgson Burnett		
Week 3	Kings of England	Henry II Henry V	History - Medieval Monarchs British Values - rule of law	Literacy Shed+ resources
Week 4	National Storytelling Week	Fairy Tales - The Blinded Giant	English - oracy	Oracy and performance focus
Week 5	STAR testing			
Year 5: Spring 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Poetry and lyrics: Sia	'Alive' 'Elastic Heart'	English - Titanium	Resistant texts
Week 2	Historical fiction	'Black Powder' by Allie Sherrick 'The Silver Sword' by Ian Serrailer	History (Y5) - progression from Tudors to Stuarts History (Y6) - WW2	
Week 3	Space	'Ada Lovelace' 'Mae Jemison'	Science - Earth and Space	Timed to Y5 Space Dome visit
Week 4	Rainforest novels	'Running Wild' by Michael Morpurgo 'The Explorer' by Katherine Rundell	Geography - Biomes English - setting descriptions	Y5 recommended texts
Week 5	**NFER testing/STAR testing**			

Year 5: Summer 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Beetles	'Beetle Boy' by M.G. Leonard Beetle Facts	Science - life cycles	
Week 2	Fact-finding	'Ripley's Mighty Machines' by Ian Graham	English - non-chronological reports	Literacy Shed+ resources
Week 3	Challenging novels	'The Gauntlet' 'Floodland'		High Lexile level
Week 4	Life-cycles	'Cicada' by Shaun Tan Butterfly Life Cycle	Science	Cicada - resistant text

Week 5	Devon-set texts	'The Dragonfly Pool' by Eva Ibbotson 'War Horse' by Michael Morpurgo	History - local history	
Week 6				

Year 5: Summer 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Pride Month	Jake Daniels - Newsround Lil Nas X biography	PSHCE - LGBTQ+	
Week 2	Juneteenth	Slave Trade The Emancipation Proclamation	Black History	
Week 3	**NFER testing**			
Week 4	Unmissable Poetry	'Jabberwocky' by Lewis Carroll	English - oracy	Resistant text LBQ resource Oracy and performance focus
Week 5	STAR testing			
Week 5	Powerful Graphic Novels	'When Stars are Scattered' by Victoria Jamieson	PSHCE - refugees	Literacy Shed+ resources

Year 6: Autumn 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Awesome Authors: Katherine Rundell	'Rooftoppers' 'The Good Thieves'	English - celebrating authors	
Week 2	Industrial Revolution	Thomas Edison Mary Walton	Science - Electricity topic History - IR	
Week 3	Inspirational Women	Michelle Obama Amna Al-Haddad and Mary Kom	English - Herstory unit	Both texts from 'Goodnight Stories for Rebel Girls '- Michelle Obama - class name

Week 4	**SATs mocks**			
Week 5	Black History Month	'Freedom' by Catherine Johnson 'Windrush Child' by Benjamin Zephaniah	Black History Month (British Values)	
Week 6	Archaic Poetry	'The Highwayman' by Alfred Noyes		Oracy and performance focus
Week 7				

Year 6: Autumn 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Poetry	'The Moment' by Margaret Atwood 'Tyger' by William Blake	English - poetry	Resistant texts
Week 2	Population and Trade	Russian Population and Population Sparsity Crowding and Dense Populations (Monaco)	Geography topic	
Week 3	Notable People	Malala Yousafzai Claudette Colvin	PSHCE	
Week 4	Classic Fiction	'The Graveyard Book' by Neil Gaiman 'Northern Lights' by Philip Pullman		
Week 5/6	**NFER/SATs mocks**			

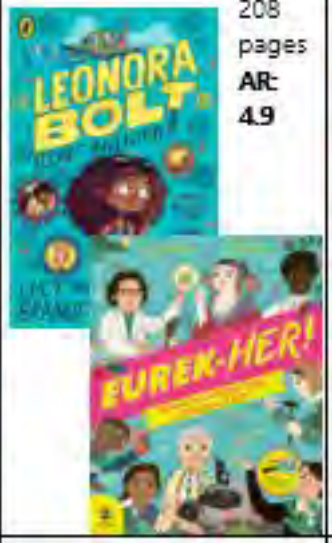
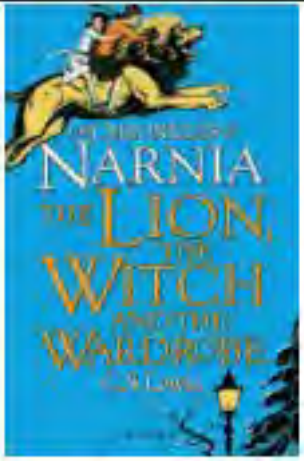
Year 6: Spring 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Y6 Novels	'Mortal Engines' by Phillip Reeve 'The Star-Spun Web' by Sinead O'Hart	Reading for Pleasure	
Week 2	Twentieth Century Conflict	'Letters from the Lighthouse' by Emma Carroll 'Goodnight Mister Tom' by Michelle Magorian	History - World Wars	Local setting
Week 3	**SATs mocks**			
Week 4	Critiquing the Media (discussion-focused texts)	'Representations of Diego Maradona and Mia Hamm' 'Media Representations of Kate Middleton and Meghan Markle'	PSHCE Online safety British Values Racism and discrimination	GetEpic resource

Week 5				
Year 6: Spring 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Archaic fiction	'Swallows and Amazons' by Arthur Ransome 'Oliver Twist' by Charles Dickens		Archaic texts
Week 2	Evolution	Charles Darwin biography	Science topic	
Week 3	SATs Reading test technique - focus week			
Week 4	**SATs mocks**			
Week 5	Autism Awareness	'Can You See Me?' by Libby Scott 'The London Eye Mystery' by Siobhan Dowd	PSHCE British Values - tolerance and respect	Can You See Me - written by ASC author

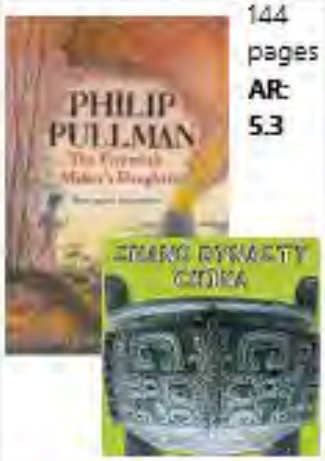
Year 6: Summer 1				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	SATs revision			
Week 2				
Week 3	**SATs WEEK 2024**			
Week 4	Songs from Musicals	'Defying Gravity' from Wicked 'Waving Through a Window' from Dear Evan Hansen	Y6 production	
Week 5				

Year 6: Summer 2				
	Weekly theme	**Linked extracts**	**Curriculum links**	**Notes**
Week 1	Shakespeare	'Stories from Shakespeare' by Geraldine McCaughrean	Preparing for Y7 English	
Week 2	Transition	'Everything All At Once' by Stephen Camden 'Go Big: The Secondary School Survival Guide' by Matthew Burton	PSHCE - moving on	
Week 3				

Reading Spine Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		 208 pages **AR: 4.9**			
240 pages **AR: 4.3**	288 pages **AR: 4.3**		174 pages **AR: 5.7**	288 pages **AR: 5.1**	96 pages **AR: 4.3**
	Complexity of the narrator		Archaic text	Complexity of the plot	Non-linear narrative
Comedy	Adventure	STEM	Fantasy - rich vocabulary	Mystery	Dyslexia friendly
Great read-aloud	International - France (children begin French in Y3)	Female lead, diversity		British Values - tolerance and respect	WW1/2 (linking to future learning) **Children could explore WW2 poems as a complimentary text**
British Values - individual liberty, tolerance and respect, rule of law	Female lead	Complimentary non-fiction text		Futuristic	Grief/loss - linking to Y4 PSHCE

Reading Spine Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 144 pages **AR: 5.3**	144 pages **AR: 4.7**	272 pages **AR: 4.3**	304 pages **AR: 4.6**	208 pages **AR: 4.4**	320 pages **AR: 5.4**
Non-linear narrative	Archaic text	Complexity of the plot	Complexity of the narrator	Complexity of the narrator	Complexity of the plot
Shang Dynasty (previous learning in History from Y3)	British Values - tolerance and respect	Global setting - India	PSHCE- LGBTQ+	PSHCE - loss and grief	PSHCE - refugees (linking into Y5 learning)
Female lead	Refugees (PSHCE)	Female lead	PSHCE - adoption	Complimentary picture book (AR 2.3)	British Values - tolerance, respect, rule of law
Complimentary short non-fiction text (AR 7.2)			British Values - tolerance and respect; individual liberty		Complimentary poem to recite (Refugees by Brian Bilston)

Reading Spine Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		176 pages **AR: 3.3**			160 pages **AR: 4.1**
304 pages **AR: 4.4**	240 pages **AR: 6.1**		272 pages **AR: 4.9**	336 pages **AR: 6.2**	
Non-linear narrative	Archaic text	Resistant text	Complexity of the narrator	Complexity of the plot	Complexity of the narrator
PSHCE - domestic abuse, safeguarding, mental health	Links to Geography/History (rivers, Victorian era)	PSHCE - bullying	PSHCE - grief, mental health	Female lead Exploring different cultures	History - WW2 (leading into Y6 learning)
		British Values - individual liberty (& complimentary supporting poetry anthology)	Female lead	British Values - rule of law, individual liberty Link to History - Spanish Armada Geography - new locations	British Values - tolerance of different faiths
		Narrative poetry	Local author	Global Setting	Complimentary non-fiction book (AR 5.8)

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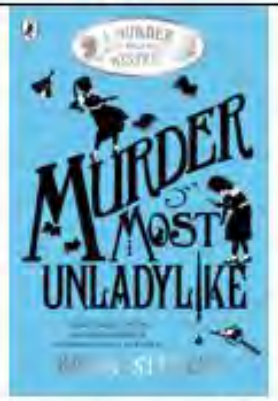
Reading Spine Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 352 pages **AR: 5.8**	240 pages **AR: 4. 6**	208 pages **AR: 5.2**	256 pages **AR: 6.0**	288 pages **AR: 5.4**	336 pages **AR: 5.8**
Complexity of the plot	Non-linear sequence	Non-linear sequence	Archaic-style text	Complexity of the narrator	Complexity of the narrator
Female lead	British Values - Rule of Law	History - World Wars	English - spooky stories	PSHCE -empathy	Dementia (school link to Silver Stories)
Puzzle-solving	English - writing	Local setting		Transition - moving on to secondary school	Challenging stereotypes
Archaic setting	Complimentary non-fiction text	English - writing		Narrative poetry	
		Complimentary non-fiction text			

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Science at

Matford Brook Academy

Overview

We aspire to give our children an understanding of the world around them from the moment they join our community. Children are natural scientists and so we have crafted a curriculum which ensures that scientific enquiry skills are embedded in each unit. This helps children to ask and answer questions about the world around them and recognise how and why Science plays an important part in our world.

Curriculum Principles

By the end of their primary education, a pupil of Matford Brook Academy will:

- Develop scientific knowledge (substantive knowledge) and conceptual understanding through the specific disciplines of biology, chemistry and physics that will provide a foundation for understanding the world.
- Develop understanding of the nature, processes and methods of science through different types of scientific enquiries (disciplinary knowledge) that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future, providing each child with science capital.

By the end of Early Years, pupils can…

- Talk about the lives of the people around them and their roles in society;
- Understand the past through settings, characters and events in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

By the end of KS1, pupils can…

- observe and experience phenomena
- be curious and ask questions
- use simple scientific language
- communicate their ideas in different ways
- have practical first-hand experiences

Pupils will also develop the following scientific process, methods and skills:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

By the end of lower KS2, pupils can…

- broaden their scientific view of the world around them through talking about, testing and developing ideas
- ask their own questions about what they observe
- make some decisions about which type of scientific enquires are best to answer them
- draw simple conclusions
- use some scientific language to talk and write about what they found out

Pupils will also develop the following scientific process, methods and skills:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

By the end of upper KS2, pupils can…

- explore and talk about their ideas; ask their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.
- encounter more abstract ideas and begin to recognise how these help them to understand and predict how the world operates
- recognise that scientific ideas change and develop over time
- select the most appropriate ways to answer scientific questions using different types of scientific enquiry
- draw their own conclusions based on data and observations
- use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings

Pupils will also develop the following scientific process, methods and skills:

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or argument

In order to achieve a true understanding of Science, topics are sequenced based on the following rationale:

- Science is taught weekly in carefully planned and arranged topic blocks by the class teacher. This is a strategy to enable the achievement of a greater depth of knowledge, which supports long-term memory through regular looping and building on prior knowledge. Topics are revisited and knowledge developed across each phase.
- Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests.
- Through our planning, we involve problem-solving opportunities that allow children to apply their knowledge, and find out answers for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.
- We build upon the knowledge and skill development of the previous years. As the children's knowledge and understanding increases, they become more proficient in selecting and using scientific equipment as well as collating and interpreting results. The children become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills (disciplinary knowledge) are embedded into lessons to ensure that skills are systematically developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Teachers demonstrate how to use scientific equipment in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.
- Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
- At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.
- Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in science.

The Science curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At Matford Brook Academy, we provide relevant CPD to ensure that all staff are able to give the students the best quality first teaching.

- Students who are identified as needing additional support to meet objectives will be given support through adult led small group work, feedback and other appropriate support e.g. widget to support scientific vocabulary.
- Special educational needs/disabilities are given extra support. E.g. EAL students receive pre-teaching of vocabulary, support for writing in the form of a scaffolded structure (pictures/questions), the use of widget maps and differentiated tasks.
- The Education Endowment Foundation published a major report in 2017 examining the disadvantaged attainment gap in science. The strongest factor affecting pupils' learning in science is their literacy skills. We encourage and model sentence starters verbally, give thinking time and allow partner talk time. We support children with sentence starters, keywords and lessons use Explorify to promote discussion and higher order thinking skills.
- Following the publication of 'The 10 Key Issues with Children's Learning in Primary Science in England' (March 2021), in staff meetings, we will regularly promote to staff the potential to use pre-teaching in science and for home learning links in science to be made. We need to ensure that assumptions are not made about the science capital that children bring to lessons as this can lead to the needs to disadvantaged children not being met.

We fully believe Science can contribute to the personal development of students at Matford Brook Academy:

- Children will learn how to develop their social competence, learn how to work with others and articulate ideas to justify their opinions.
- Develop an understanding of how different scientific discoveries have had an impact on their lives.
- Science lessons provide opportunities to explore personal development relating to physical and mental health. For example, learning about what humans need to stay healthy, learning about teeth, the digestive system and sex and relationship education.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Science at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Science journey at Matford Brook Academy.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Term 1 during their 'Who Am I?' topic, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Festivals of Light' topic, children use torches to explore light and dark, as well as transparent and non-transparent materials, introducing them to the principle of simple tests. This continues in Term 3, during their 'Transport' topic, where children explore different forces including gravity when making paper aeroplanes and also friction, using toy cars. The children learn about, and are encouraged to ask questions about floating and sinking, while gathering data on what materials float and what materials sink. The process of change and life cycles are explored in Term 4, during their 'Changes' topic, where children will also develop their observation skills as they closely watch butterflies and tadpoles develop into fully-grown butterflies and frogs. The children will begin to use their senses in the outdoor environment while going on bug hunts. This topic allows children to become young Botanists when they grow plants from a seed. In Term 5, children gather data when learning about different types of sea creatures in their 'Marine Life' topic, finding out about different ocean facts. The children will ask questions when a Marine Biologist visits them. The children will explore marine habitats and learn about what 'camouflage' means. Finally, in Term 6, the children become Zoologists as they classify different animals on their safari during their 'Our Big Wide World' topic.					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 1	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer questions.	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify. Gather and record data to help in answering questions. Describe the simple physical properties of a variety of everyday materials.	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.

Year 1 National Curriculum Science Statements

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways (Polar Regions) (On Safari) (Holiday)
- Use simple equipment to observe closely (Who am I?) (On Safari) (Holiday) (Celebrations)
- Perform simple tests (Polar Regions) (On Safari) (Holiday)
- Identify and classify (Polar Regions) (On Safari) (Holiday) (Celebrations)
- Use his/her observations and ideas to suggest answers to questions (Polar Regions) (On Safari) (Holiday) (Celebrations)
- Gather and record data to help in answering questions (Who am I?) (Holiday) (Celebrations)

Animals, Including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Polar Regions) (Holiday) (On Safari) (Treasure Island)
- Group animals according to what they eat (Treasure Island)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Holiday) (On Safari)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets (Polar Regions) (Holiday) (On Safari)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Who am I?) (Treasure Island)

Materials

- Distinguish between an object and the material from which it is made (Celebrations)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (Polar Regions) (Holiday) (On Safari) (Celebrations)
- Describe the simple physical properties of a variety of everyday materials (Polar Regions) (Holiday) (Celebrations) (Treasure Island)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties (Treasure Island)

Plants

- Identify and name a variety of common wild and garden plants, including, deciduous and evergreen trees (Treasure Island)
- Identify and describe the basic structure of a variety of common flowering plants, including trees (Celebrations)

Seasonal Changes- taught throughout the year, not as a standalone unit

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 2	Rising Star - Switched On 'Healthy Me' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Mini Worlds' Observe closely. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Materials Monster' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Move It' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Young Gardeners' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Little Masterchefs' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.

Year 2 National Curriculum Science Statements

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways, including use of scientific language from the national curriculum (Move It) (Young Gardeners)
- Use simple equipment to observe closely including changes over time (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)
- Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways (Little Masterchefs)
- Perform simple comparative tests (Healthy Me) (Materials Monster) (Young Gardeners)
- Identify groups and classify (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)
- Gather and record data to help in answering questions including from secondary sources of information (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)

Animals, Including Humans

- Understand that animals, including humans, have offspring which grow into adults (Little Masterchefs)
- Describe the basic needs of animals, including humans, for survival (food, water, air) (Mini Worlds) (Little Masterchefs)
- Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene (Healthy Me) (Little Masterchefs)

Living Things and their Habitat

- Explore and compare the differences between things that are living, things that are dead and things that have never been alive (Mini Worlds)
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other (Mini Worlds)
- Identify and name a variety of plants and animals in their habitats, including micro-habitats (Mini Worlds)
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Mini Worlds)

Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Mini Worlds) (Materials Monster) (Young Gardeners) (Little Masterchefs)
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Materials Monster) (Move It) (Little Masterchefs)

Plants

- Observe and describe how seeds and bulbs grow into mature plants (Young Gardeners) (Little Masterchefs)
- Describe how plants need water, light and a suitable temperature to grow, stay healthy and describe the impact of changing these (Young Gardeners)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 3	Chemistry 'Practical Skills' Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations. Gather, record, classify and present data. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries. Use results to draw simple conclusions. Identify differences, similarities or changes related to simple scientific	Chemistry 'Rock Cycle' Recognise that soils are made from rocks and organic matter. Describe simply how fossils are formed when things that have lived are trapped within rock. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Examine and do practical experiments on various types of rocks, in order to group them on the basis of their appearance and simple physical properties.	Physics 'Light' Show that light is reflected from surfaces. Explain that light is needed, in order to see things and that dark is the absence of light. Explain that light from the sun can be dangerous and that there are ways to protect eyes. Show how shadows are formed when the light from a light source is blocked by a solid object. Show that there are patterns in the way that the size of shadows change.	Biology 'Plants' Explain what different parts of flowering plants do. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Physics 'Forces and Magnets' Compare how things move on different surfaces. See that some forces need contact between two objects but magnetic forces can act at a distance. Compare and group some materials on the basis of whether or not they are attracted to a magnet and identify some magnetic materials. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Chemistry 'Raw and Synthetic Materials' Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing, and changes of state are reversible changes 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 Set up simple practical enquiries. Ask relevant questions and use different types of scientific enquiry to answer them. Record the findings using drawings and labelled diagrams.

	ideas and processes. Use straightforward scientific evidence to answer questions or to support my findings.					

Year 3 National Curriculum Science Statements

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Set up simple practical enquiries, comparative and fair tests (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Practical Skills) (Light) (Plants) (Forces and Magnets)
- Gather, record, classify and present data in a variety of ways to help in answering questions (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Practical Skills) (Rock Cycle)
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Identify differences, similarities or changes related to simple scientific ideas and processes (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Use straightforward scientific evidence to answer questions or to support his/her findings (Practical Skills) (Food and Our Bodies) (Opposites Attract)

Animals, Including Humans

- Identify that animals, including humans, need the right types and amounts of nutrition and they cannot make their own food. They get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Forces and Magnets

- Compare how things move on different surfaces (Forces and Magnets)
- Notice that some forces need contact between two objects, but magnetic forces can act as a distance (Forces and Magnets)
- Observe how magnets attract or repel each other and attract some materials and not others (Forces and Magnets)
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Forces and Magnets)
- Describe magnets as having two poles (Forces and Magnets)
- Predict whether two magnets will attract or repel each other depending on which poles are facing (Forces and Magnets)

Light

- Recognise that he/she needs light in order to see things and that dark is the absence of light (Light)
- Notice that light is reflected from surfaces (Light)
- Recognise that light from the sun can be dangerous and there are ways to protect your eyes (Light)
- Recognise that shows are formed when the light from a light source is blocked by a solid object (Light)
- Find patterns in the way that a shadow changes in size (Light)

Plants

- Identify and describe the functions of different parts of flowering plants: roots, steam/trunk, leaves and flowers (Plants)
- Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grown) and how they vary from plant to plant (Plants)
- Investigate the way in which water is transported in plants (Plants)
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, see formation and seed dispersal (Plants)

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Rock Cycle)
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Rock Cycle)
- Recognise that soils are made from rocks and organic matter (Rock Cycle)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Physics 'Sound' Identify how sounds are made. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Biology 'Ecosystems' Show that living things can be grouped together in various ways. Explore and use classification keys to help group, identify and name a variety of living things. Explain that environments can change and that this sometimes means that living things are put in danger.	Chemistry 'States of Matter Group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes. Demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Correctly talk about the part played by evaporation and condensation in the water cycle and how a link between the rate of evaporation and temperature.	Physics Electrical Circuits' Talk about common appliances that run on electricity. Construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. Predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Show that some materials are conductors and some are insulators, and explain that metals are good conductors.	Biology 'Adaptations' Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose danger and have an impact on living things	Biology 'Anatomy' Explain some parts of the digestive system in humans. Explain the different types of teeth in humans and what they do.

Year 4 National Curriculum Science Statements

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Set up simple practical enquiries and fair tests (Sound) (States of Matter) (Electrical Circuits)
- Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (States of Matter)
- Gather, record, classify and present data in a variety of easy to help in answering questions (Sound) (Ecosystems) (States of Matter)
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Identify differences, similarities or changes related to simple scientific ideas and processes (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Use straightforward scientific evidence to answer questions or to support his/her findings (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)

Animals, Including Humans

- Describe the simple functions of the basic parts of the digestive system in humans (Anatomy)
- Identify the different types of teeth in humans and their simple functions (Anatomy)
- Construct and interpret a variety of food chains, identifying producers, predators and prey (Ecosystems)

Electricity

- Identify common appliances that run on electricity (Electrical Circuits)
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers) (Electrical Circuits)
- Identify whether or not a lamp will lighting simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (Electrical Circuits)
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit) (Electrical Circuits)
- Recognise some common conductors and insulators and associate metals, with being good conductors) (Electrical Circuits)

Living things and their Habitat

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Ecosystems) (Adaptations)
- Recognise that environments can change and that this can sometimes pose danger and have an impact on living things (Ecosystems) (Adaptations)

Sound

- Identify how sounds are made, associating some of them with something vibrating (Sound)
- Recognise that vibrations from sounds travel through a medium to the ear (Sound)
- Find patterns between the volume of a sound and the strength of the vibrations that produced it (Sound)

- Recognise that sounds gets fainter as the distance from the sound source increases (Sound)

tates of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases (States of Matter)
- Observe some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (States of Matter)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (States of Matter)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Chemistry 'Separating Mixtures' Compare and group together everyday materials. Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Recognise that some materials will dissolve in liquid to form a solution. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials. Plan different types of scientific enquiries. Take measurements, using a range of scientific equipment. Use test results to make predictions.	Chemistry 'Physical and Chemical Changes' Compare and group materials together, according to whether they are solids, liquids or gases Observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Plan comparative or fair tests and then take accurate measurements and make accurate observations. Use relevant scientific language to explain ideas. Report and present findings from enquiries.	Physics 'Magnetism' Compare how things move on different surfaces. See that some forces need contact between two objects but magnetic forces can act at a distance. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces. Show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Physics 'Space' Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.	Biology 'Humans and Animals Over Time' Describe the changes as humans develop, up to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of reproduction in some plants and animals	Biology 'Reproductive Cycles' Describe the changes as humans develop, up to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals

	Report and present findings from enquiries. Identify scientific evidence that has been used to support or refute ideas or arguments.					

Year 5 National Curriculum Science Statements

Working Scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ((Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Identify scientific evidence that has been used and to support or refute ideas or argument (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)

Animals, Including Humans

- Describe the changes as humans develop to old age (Humans and Animals Over Time) (Reproductive Cycles)

Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the Solar system (Space)
- Describe the movement of the moon relative to the Earth (Space)
- Describe the sun, Earth and Moon as approximately spherical bodies (Space)
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Space)

Forces and Magnets

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Magnetism)
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Magnetism)
- Recognise that some mechanisms, including levels, pulleys and gears, allow a smaller force to have a greater effect (Magnetism)

Living things and their Habitat

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Humans and Animals Over Time) (Reproductive Cycles)
- Describe the life processes of reproduction in some plants and animals (Humans and Animals Over Time) (Reproductive Cycles)

Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets (Separating Mixtures) (Physical and Chemical Changes)
- Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Separating Mixtures) (Physical and Chemical Changes)
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Separating Mixtures) (Physical and Chemical Changes)
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Separating Mixtures) (Physical and Chemical Changes)

- Demonstrate that dissolving, mixing, and changes of state are reversible changes (Separating Mixtures) (Physical and Chemical 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 (Separating Mixtures) (Physical and Chemical Changes)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Biology 'Diet and Lifestyle' Identify and name the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Physics 'Energy' Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram	Chemistry Particles in Physical and Chemical Changes' Compare and group materials together, according to whether they are solids, liquids or gases Observe some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Plan comparative or fair tests and then take accurate measurements and make accurate observations. Use relevant scientific language to explain my ideas. Report and present findings from enquiries.	Chemistry 'Sustainability' Compare and group together everyday materials on the basis of their properties Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Physics 'Heat' Compare and group materials together, according to whether they are solids, liquids or gases Observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Plan comparative or fair tests and then take accurate measurements and make accurate observations. Use relevant scientific language to explain ideas. Report and present findings from enquiries.	Biology 'Cells' 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 and exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans

Year 6 National Curriculum Science Statements

Working Scientifically

- Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Use test results to make predictions to set up further comparative and fair tests (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Identify scientific evidence that has been used to support or refute ideas or arguments (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Group and classify things and recognise patterns (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Find things out using a wide range of secondary sources of information (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)

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 (Diet and Lifestyle) (Cells)
- Recognise the impact of diet and exercise, drugs and lifestyle on the way their bodies function (Diet and Lifestyle) (Cells)
- Describe the ways in which nutrients and water are transported within animals, including humans (Diet and Lifestyle) (Cells)

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Energy)
- 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 (Energy)
- Use recognised symbols when representing a simple circuit in a diagram (Energy)

Evolution and Inheritance

- Recognise that living things have changed over time that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents
- Identify how animals and planets are adapted to suit their environment in different ways and that adaptations may lead to evolution

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 (Energy)

- 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 (Energy)
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (Energy)

Classification

- Describe how living things are classified into broad groups, according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Give reasons for classifying plants and animals based on specific characteristics and based on similarities and differences, including micro-organisms, plants and animals (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells) Give reasons for classifying plants and animals based on specific characteristics (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)

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Emotional Literacy and Wellbeing Long Term Curriculum Map 2026-2027

At Matford Brook Academy School, our vision is for every child to develop the emotional literacy, self-awareness, and mental wellbeing necessary to thrive. Through a carefully structured curriculum, we blend academic and emotional support to ensure every pupil has the social and emotional skills to reach their full potential.

At the heart of our approach is the belief that all children deserve the emotional vocabulary, time, and space to reflect on their feelings and experiences. When children can name their emotions, be it sadness, frustration, anger, loneliness, or grief, they are better equipped to articulate their needs, regulate their emotions, and empathise with others.

Our Wellbeing curriculum helps children build emotional intelligence by recognising, understanding, and managing their emotions while also supporting those around them. Each week, through focused Wellbeing lessons, children develop the following core skills:

- Recognise: Be aware of one's own emotions and the emotions of others.
- Understand: Comprehend the causes and consequences of emotions.
- Label: Use a nuanced vocabulary to describe emotions.
- Express: Communicate emotions in a way that is culturally appropriate and mindful of social context.
- Regulate: Manage emotions, especially when they become overwhelming, and transition between emotional states.

The RULER Approach

Our curriculum is underpinned by RULER, a systemic approach to Social and Emotional Learning developed by the Yale Center for Emotional Intelligence. RULER integrates emotional literacy into all aspects of school life. Research shows that emotions impact attention, memory, decision-making, creativity, wellbeing, relationships, and academic success. As such, our wellbeing curriculum focuses on the five key RULER competencies:

Throughout children's wellbeing development at Matford Brook Academy, they focus on the following 5 strands of RULER:

1. Recognising emotions in oneself and others. This refers to identifying emotions by interpreting our own thoughts and physiology (heart rate, body temperature, etc.) and cues in ourselves and others, including facial expressions, vocal tones, body language, words and behaviour.
2. Understanding the causes and consequences of emotions. This skill involves understanding both the causes and consequences of emotions, including their effects on: Thinking, learning, decisions and behaviour.
3. Labelling emotions with a nuanced vocabulary. Finding the precise word for an emotion helps us express our emotional needs more clearly—and deepens our understanding of the emotions and needs of others.
4. Expressing emotions in ways that align with cultural norms and the social context - essentially focusing on how and when emotions are appropriately conveyed.

5. Regulating emotions with helpful strategies. Our emotional goals generally fall into the following areas: Prevent an unwanted emotion–like anxiety before a test, reduce an unwanted emotion–like anger when we are interacting with others, initiate a new emotion–like inspiration to be creative, maintain an existing emotion–like remaining calm in a stressful situation and enhance or increase a desirable emotion–like joy while playing with our friends. Once we have selected a goal, we can choose strategies that will help us reach that goal.

Alongside these 5 strands, children will also be taught to use the following tools:

- The Charter: Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.
- Mood Meter: Enhances self and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.
- Meta Moment: Provides a process for responding to emotional situations with strategies that align with one's *best self* and that support healthy relationships and personal well-being.
- Blueprint: Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

Our curriculum is designed to build year on year, with each lesson deepening and reinforcing emotional literacy. While the skills are progressive, key themes, such as empathy, conflict resolution, and use of the Mood Meter, are intentionally revisited regularly to allow children to practise and master these essential life skills.

Year	Term 1/2	Term 3/4	Term 5/6
Recpetion	I can use the Mood Meter to identify how I feel. I can show how different feelings look in my face and body. I can describe my feelings to trusted adults and peers. I can use my listening skills to identify the feelings of others. I know that everyone has feelings. I understand what it feels like to be proud. I understand what it feels like to be annoyed.	I can say how I want to feel and how I want others to feel in school. I understand what sad feels like. I understand what it feels like to be patient. I understand what it feels like to be afraid I understand what it feels like to be brave. I understand what kind feels like. I understand what left-out feels like.	I understand what it feels like to be confused I understand what it feels like to be hurt. I understand what curious feels like. I understand what safe feels like.
Year 1	I understanding what makes me unique. I understand that I have emotions and that they can be pleasant or unpleasant, high energy or low energy. I can use and understand the Feelings Wheel. I can use the feelings wheel to identify how you are feeling. I recognise the feeling of Cheerfulness and can identify what makes you cheerful. I understand why you may feel glum and how to regulate my mood. I understand what it is like to feel angry. I can learn the STOP strategy for self-regulation.	I understand what makes people happy in both myself and others. I recognise that happy is a pleasant emotion with high energy levels. I recognise what makes us happy and work on strategies to increase happiness. I use the feeling wheel to identify how you are feeling. I recognise that the feeling of surprise is an emotion that can feel both pleasant and unpleasant depending on the context. I recognise why you may feel startled and to regulate your mood. I understand what it is like to feel disappointed. I can use the visualisation and positive self-talk strategies for regulation.	I can use the feeling wheel to identify how I am feeling. I can use journaling to capture my thoughts and feelings. I know what empathy is. I can identify what makes me feel blue on the feelings wheel and what strategies I can use to change my mood. I know what makes me and others feel green on the feelings wheel. I know what makes me and others feel yellow on the feelings wheel.

	I can identify the feeling of calmness. I know that you can regulate your emotions and what you do effects how you feel.	I understand what it is like to feel comfortable. I can identify things, people and places that bring me (and others) comfort.	I can identify how some else is feeling. I know what empathy is.
Year 2	I can reflect upon how I have changed. I know what makes me unique. I know that everyone shows emotions differently. I understand the feeling of excitement and know how to regulate it. I understand the feeling frustration and know how to regulate it. I understand the feeling of boredom. I understand feeling peaceful.	I recognise the different parts of the feelings wheel. I can identify how I am feeling and what triggers pleasant and unpleasant emotions. I can recognise triggers and identify that they are often linked to unpleasant emotions. I can identify synonyms for anger and I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings. I understand that stopping and recognising my current emotion is the first step to regulation. I can identify environmental and personal factors that affect my mood. I can identify what influences my emotions.	I can identify how I feel when I am in each section of the feelings wheel. I can identify what someone else is feeling and empathise with them. I can use empathy to solve a problem. I can use empathy to understand how someone else is feeling.
Year 3	I understand that everyone is different. I understand that emotions change throughout the day and this is healthy. I understand the feeling of Joy. I understand the emotion of fury. I can use scaling to regulate my emotions.	I can revisit what emotions are pleasant and unpleasant. I can identify how I am feeling and what triggers pleasant and unpleasant emotions. I can recognise triggers and identify that they are often liked to unpleasant emotions. I can identify synonyms for anger.	I can use empathy to solve a problem. I can use say it, script it and solve it as a method to solve conflict. I can use say, script it and solve it as a method to solve conflict.

	I understand the emotion of jealousy. I can build my self-esteem so that I am able to regulate the feeling of jealousy. I understand feeling relaxed. I know how to regulate my emotions to get to green on the feelings wheel. I can reflect on the strategies I have to regulate my emotions.	I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings. I can identify what makes me feel red on the feelings wheel. I can identify the power of a pause. I can identify environmental and personal factors that affect my mood. I can identify what influences my emotions.	
Year 4	I understand what makes me unique and can celebrate this. I understand that we all experience a wide range of emotions and these emotions effect how pleasant I feel and how much energy I have. I understand the feeling of motivation and can identify what motivates me. I understand fear and anxiety. I understand what worrying is and what makes me feel worried. I can use a scale to put worries into perspective. I understand the feeling of satisfaction and can identify when I feel satisfied. I can reflect on my self-regulation strategies.	I can revisit what emotions are pleasant and unpleasant. I understand that we all experience a wide range of emotions and these emotions effect how pleasant I feel and how much energy I have. I can recognise triggers and identify that they are often liked to unpleasant emotions. I can identify synonyms for panic. I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings. I can identify the power of a pause. I can begin to recognise my best self. I can identify positive aspects of my character and personality.	I can recognise how I am feeling. I can tell you how I think someone else is feeling. I can use say it, script it and solve it as a method to solve conflict. I can use empathy to solve a problem. I can help others to regulate anger. I can use empathy to understand someone I disagree with.

Year 5	I know that celebrating what makes me unique can help with my sense of self. I can use the feelings wheel. I understand what it feels like to feel aspirational. I recognise the motivating power of aspiration. I understand anxiety and what makes me anxious. I can consider ways to manage and regulate anxiety. I understand why I feel embarrassment. I can learn to manage my embarrassment. I understand the feeling of gratitude. I can think about what you feel grateful for. I understand how happiness is created in the brain.		I can recognise how I am feeling. I can identify the emotions of others and the causes for their emotions. I can use say it, script it, solve it to solve someone else's problem. I can use active listening. I can name the strategies I have to regulate my emotions.
Year 6	I can reflect on how I have grown and changed. I can create a class feeling charter. I understand the feeling of optimism and know how to feel optimistic. I can recognise the feeling of apprehension. I can think about how to regulate feelings of apprehension. I recognise the feeling of stress and can consider ways to manage stress.	I can identify a range of pleasant and unpleasant emotions. I can think of ways to manage my emotions depending on my context. I can recognise different triggers in myself and others. I can identify synonyms for betrayed. I can identify the things that are and aren't in my control.	I can reflect on my feelings and the strategies I have for managing them. I can understand how someone else is feeling using empathy. I can actively listen. I can identify who helps me with my feelings. I can give advice to others.

	I understand the importance of finding balance in life. I understand how the people in my life support me.		

These words are to be taught as part of the Well-being lessons.

Year Group	Red	Blue	Yellow	Green
R	annoyed afraid confused	sad left out hurt	proud brave curious	patient kind Safe
1	*angry* *startled* nervous	*glum* lonely *disappointed*	*surprised* *cheerful* *happy*	*calm* *comfortable* relaxed
2	*frustrated* irritable tense	*bored* distracted down	*excited* focused energetic	*peaceful* included thoughtful
3	*furious* *jealous* repulsed	hopeless rejected timid	*joyful* hopeful interested	*relaxed* accepted forgiving
4	*fearful* *worried* *anxious*	discouraged empathic isolated	*motivated* courageous enthusiastic	*satisfied* respected supported
5	*embarrassed* envious insulted	ashamed defeated regretful	*aspirational* determined elated	*grateful* serene satisfied
6	*betrayed* *apprehensive* *stressed*	despair offended pessimistic	*optimistic* committed inspired	*balanced* understood valued

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Matford Brook Academy

Ted Wragg Multi-Academy Trust

ENRICHING OUR CURRICULUM
TRIPS & VISITORS

At Matford Brook Academy, as well as the day-to-day taught curriculum, we believe that by offering children enriched and creative learning experiences, they are provided with a wealth of opportunity and experiences that will help shape them.

These experiences may be trips to local areas of interest such as the RAM Museum, visits from experts such as specialists from within the community or even trips further afield (we aspire for an overseas primary residential). All help to widen our pupils' experiences of the world, enabling them to see more, know more and understand more.

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS 1 rolling programme		Killerton House *Curriculum Links: Geography, RE, Science*		Royal Albert Memorial Museum *Curriculum Links: History*		Paignton Zoo *Curriculum Links: Science*
	Powderham Castle *Curriculum Links: History*	Animals 2 U *Curriculum Links: Science*	Okehampton Forest School *Curriculum Links: Geography*	Exeter Mosque *Curriculum Links: R.E.*	Exeter Library *Curriculum Links: Reading*	
Year 3	Kents Cavern *Curriculum Links: History*		Bicton Gardens *Curriculum Links: Geography*		Royal Albert Memorial Museum *Curriculum Links: History*	
Year 4		Paddington in Peru (Vue Cinema) *Curriculum Links: English* River Exe Fieldwork *Curriculum Links: Geography*	Escot *Curriculum Links: History*	Food From Around the Worlf *Curriculum Links: Languages*	Plymouth Aquarium *Curriculum Links: Science*	
Year 5		Spanish Penpals 1 *Curriculum Links: Languages*	Eden Project *Curriculum Links: Geography*	Exeter Synagogue *Curriculum Links: R.E* Space Dome *Curriculum Links: Science*	St Nicholas Priory *Curriculum Links: R.E*	Exeter Quay Fieldwork *Curriculum Links: Geography*
Year 6		Exeter Park Fieldwork *Curriculum Links: Geography*	WW2 Day *Curriculum Links: History*			Exmouth Beach *Curriculum Links: PSHE*

Note PE enrichment includes inter-schools PE and KS2 residentials will take place in Year 5 and 6.

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Appendix A
KS1 Rolling Programme for Mixed-Age Group Classes
Mixed-age group curriculum sequence (as set out in the rolling programme – appendix A)

Maths	White Rose (currently mixed-age group planning					
English A	How to Wash a Woolly Mammoth The Day Louis Got Eaten	My First Book of the Sea The Three Little Pigs	Creature Features Oi Frog	Stella and the Seagull The Train Ride	I love Bugs Stuck	Fatou Fetch the Water Weather
English B	TBC – Investigating Book Writes					
Reading	Little Wandle Books and class texts					
Science A	Healthy Me	Mini Worlds	Materials Monster	Move It	Young Gardeners	Little MasterChef
Science B	Polar Adventures	Who am I?	Holiday	On Safari	Celebrations	Treasure Island
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responses	Being my Best	Growing and changing
PSHE A	Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Year 2 Term 4	Year 2 Term 5	Year 2 Term 6
PSHE B	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 1 Term 4	Year 1 Term 5	Year 1 Term 6
RE A	Who is Muslim and how do they live?	Why does Christmas Matter to Christians?	Who is a Muslim and how to they live?	What is the 'good news' that Christians believe Jesus brings?	Why does Easter matter to Christians?	What makes some places sacred to believers?
RE B	What does it mean to belong in a faith or belief community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Why do Christians say God made the world?	How should we care for the world and others and why does it matter?
History A	Vile Victorians		The Great Fire of London		WWII	
History B	Dinosaurs		Ancient Egypt		Historical Sports Stars	
Geography A		What a Wonderful World		Rainforests		Our Food Our World
Geography B		Location, Location, Location		Exeter and Beyond		Wonderful Weather
Mixed Age Group Program	Information Technology Around us (Yr2)		Digital Photography (Yr2)		An Introduction to Quizzes (Yr2)	

	Technology in our classroom (Yr1)		Moving a Robot (Yr1)		Digital Writing (Yr1)	
Music A	Singing	Singing Snail and Mouse: Tempo	Singing	Fairytales: Rhythm	Singing	Seaside: Dynamics
Music B	Singing	Singing Call and Response: All about me Rhythm	Singing	Under The Sea: Musical Vocabulary	Singing	Superheroes: Pitch and Tempo
Design Technology A		Puppets		Constructing a windmill		Cooking and nutrition Fruit and Vegetables
Design Technology B		Baby Bear's Chair		Making a Moving Monster		Pouches
Art A	The Victorians (will be Make Your Mark)		The Great Fire of London (Will Be Colour Splash)		WW2: VE Day (Will be Paper Play)	
Art B	Clay Houses		Map it Out		Tell a Story	
PE A	Mulitskills Gymnastics	Send and Return Dance	Attack, Defend, Shoot Gymnastics	Hit, Catch Run Dance 2	Run, Jump, Throw Hit, Catch, Run	Send and Return Run, Jump, Throw
PE B	Attack&Defend Dance	Hit, Catch, Run Gymnastics	Send&Return Dance	Run, Jump, Throw Gymnastics	Attack&Defend Hit, Catch, Run	Send&Return Run, Jump, Throw

Matford Brook Academy

Ted Wragg Multi-Academy Trust

WE WRITE OUR STORY
THE PRIMARY CURRICULUM
MATFORD BROOK ACADEMY