

EYFS Kindi		
Module	Submodule	Curriculum Statement
Communication and Language	Listening and attention	<p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention - still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention - can listen and do for short span.</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
	Understanding	<p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand "why" and "how" questions.</p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Children demonstrate understanding in response to stories or events or when recounting their experiences.</b></p>
	Speaking	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations, asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. "This box is my castle."</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> <p><b>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p>
Physical development	Moving and Handling	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including crayons for mark making.</b></p>
		Health and self care
Personal, Social and Emotional Development	Self-confidence and self-awareness	<p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p><b>Children are 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.</b></p>
	Managing feelings and behaviour	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Children 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.</b></p>
	Making Relationships	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b>Children 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.</b></p>
Literacy	Reading	<p>Enjoys looking at books and other printed material with familiar people.</p> <p>Handles books and printed material with interest.</p>

		Interested in books and rhymes and may have favourites. Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a...'. Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words such as own name. Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages.
	Writing	Children listen to and join in with stories, poems and songs. They enjoy looking at books, handle books with care and enjoy rhythmic activities. They recognise familiar words such as their own name. They are beginning to be aware of how stories are structured and can suggest how a story might end. Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in name. Writes own name. Children give meaning to marks as they draw, write and paint. They can write own name and hear and say the initial sound in their name
Maths	Numbers	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recognises numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Recognise some numerals of personal significance. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations. Children orally count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. In everyday activities and play they solve problems, including doubling, halving and sharing
	Shape, space and measure	Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the world	People and Communities	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines.
	The world	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and changes. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Uses a variety of 'warm' technology including tools and implements for woodwork, baking etc. with increasing skills. Shows understanding of the use of tools/machines in play and activities. Recognises how a range of technology is used at school and at home. Is able to safely explore and use technology and equipment. Children recognise that a range of simple or mechanical everyday technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive arts and design	Exploring and using media and materials	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.

	Experiments to create different textures.
	Understands that different media can be combined to create new effects.
	Manipulates materials to achieve a planned effect.
	Constructs with a purpose in mind, using a variety of resources.
	Uses simple tools and techniques competently and appropriately.
	Selects appropriate resources and adapts work where necessary.
	Selects tools and techniques needed to shape, assemble and join materials they are using.
	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Being imaginative	Developing preferences for forms of expression.
	Uses movement to express feelings.
	Creates movement in response to music.
	Sings to self and makes up simple songs.
	Makes up rhythms.
	Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
	Engages in imaginative role-play based on own first-hand experiences.
	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
	Uses available resources to create props to support role-play.
	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	Create simple representations of events, people and objects.
	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
	Chooses particular colours to use for a purpose.
	Introduces a storyline or narrative into their play.
	Plays alongside other children who are engaged in the same theme.
	Plays cooperatively as part of a group to develop and act out a narrative.
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and non-electronic technology, art, music, dance, role play and stories.

Speaking and Listening		
Module	Submodule	Curriculum Statement
English Class 1	Speaking and Listening	Recite in chorus
		Speak short verses alone
		Listen to teacher and other children
		Follow verbal instructions given by teachers in all subjects
		Speak simple speech exercises and tongue twisters in chorus
		Recall main points of story told by the teacher
English Class 2	Speaking and Listening	Share news with the class
		Recite in chorus songs and poems
		Speak short verses alone
		Listen to teacher and other children
		Follow verbal instructions given by teachers in all subjects
		Speak simple speech exercises and tongue twisters in chorus
English Class 3	Speaking and Listening	Recall main points of story told by the teacher
		Share news with the class
		Recite poem alone
		Recall more complex stories and events
English Class 4	Speaking and Listening	Give an explanation of what they are doing to an inquirer
		Perform in short plays
		I ask questions to clarify or develop my understanding.
		I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
		I show that I understand the main point and the details in a discussion.
		I adapt what I am saying to the needs of the listener or audience (increasingly).
		I show that I know that language choices vary in different contexts.
		I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
I can justify an answer by giving evidence		
English Class 5	Speaking and Listening	I use Standard English when it is required.
		I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.
		Identifies and asks appropriate questions to seek information, views and feelings.
		Prepares and gives a short oral presentation.
		Reads aloud poems and plays showing understanding through intonation, tone and volume so that the meaning is clear to the audience
English Class 6	Speaking and Listening	Participates in group and class discussions
		Recognises and discusses features of spoken language, including formal and informal language
		Identifies and asks appropriate questions to seek information, views and feelings
		Prepares poems and plays to read aloud showing understanding through intonation, tone and volume so that the meaning is clear to the audience
		Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.
English Class 7	Speaking and Listening	Participates in debates, building on their own and others' ideas.
		Participates in group and class discussions.
		Recognises and discusses features of spoken language, including formal and informal language.
		Talks and listens confidently in many different situations, including some formal situations.
		Considers the audience to make sure what is being said is appropriate
		Interests listeners by varying expression and vocabulary.

		Listens to others very carefully and ask questions to help develop their ideas
		Can perform a scripted scene making use of some dramatic techniques such as thought tracking and hot seating
		Use different dramatic techniques to convey action, character, atmosphere and tension
		Can devise a performance considering how to adapt the performance for a specific audience.
		Reflects on and evaluates their own presentations and those of others
English Class 8	Speaking and Listening	Knows and understands the differences between spoken and written language.
		Uses Standard English confidently in their own speech.
		Can make use of dramatic techniques such as freeze frame, conscience alley and thought tracking to convey action, character, atmosphere and tension.
		Can use intonation, volume silence and action to add impact to a performance.
		Reflects on and evaluates their own presentations and those of others.

Reading		
Module	Submodule	Curriculum Statement
English Class 1	Reading	I can match all 40+ graphemes to their phonemes
		I can blend sounds in unfamiliar words.
		I can read compound words.
		I can divide words into syllables.
		I can read phonetically decodable words.
		I can read words with contractions and understand that the apostrophe represents the missing letters.
		I can read words that end with 's, -ing, -ed, -est.
		I can read words which start with un-
		I can add -ing, -ed and -er to verbs (where no change is needed to the root word).
		I can link what I have heard or read to my own experiences.
		I can retell key stories orally using narrative language.
		I can talk about the main characters within a well known story.
		I can learn some poems and rhymes by heart.
		I can use what I already know to understand texts.
		I can check that my reading makes sense and go back to correct when it doesn't.
		I can draw inferences from the text and/or the illustrations (beginning to).
		I can make predictions about the events in the text.
I can explain what I think a text is about.		
English Class 2	Reading	I can decode automatically and fluently.
		I can blend sounds in words that contain the graphemes we have learnt
		I can recognise and read alternative sounds for graphemes.
		I can read accurately words of two or more syllables that contain the same GPCs.
		I can read words with common suffixes.
		I can read common exception words studied
		I can read and comment on unusual correspondence between grapheme and phoneme.
		I can read most words quickly and accurately when I have read them before without sounding out and blending.
		I can pause at full stops
		I can read most suitable books accurately, showing fluency and confidence.
		I can discuss the sequence of events in books and how they relate to each other.
		I use prior knowledge, including context and vocabulary, to understand texts.
		I can retell stories, including fairy stories and traditional tales.
		I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
		I can find recurring language in stories and poems.
		I can talk about my favourite words and phrases in stories and poems.
		I can answer and ask questions.
I can recite some poems by heart, with appropriate intonation.		
I can make predictions based on what I have read.		
I can draw (simple) inferences from illustrations, events, characters' actions and speech.		
English Class 3	Reading	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
		I can read further exception words, noting the unusual correspondences between spelling and sound.

		I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
		I read a range of fiction, poetry, plays, and non-fiction texts.
		I can discuss the texts that I read
		I can read aloud and independently, taking turns and listening to others.
		I can explain how non-fiction books are structured in different ways and can use them effectively.
		I can explain some of the different types of fiction books.
		I can ask relevant questions to get a better understanding of a text.
		I can predict what might happen based on details I have.
		I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions
		I can use a dictionary to check the meaning of unfamiliar words.
		I can identify the main point of a text.
		I can explain how structure and presentation contribute to the meaning of texts.
		I can use non-fiction texts to retrieve information.
		I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
English Class 4	Reading	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
		I can read further exception words, noting the unusual correspondences between spelling and sound.
		I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
		I know which books to select for specific purposes, especially in relation to science, geography and history learning.
		I can use a dictionary to check the meaning of unfamiliar words.
		I can discuss and record words and phrases that writers use to engage and impact on the reader
		I can identify some of the literary conventions in different texts.
		I can identify the (simple) themes in texts.
		I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
		I can explain the meaning of words in context.
		I can ask relevant questions to improve my understanding of a text.
		I can infer meanings and begin to justify them with evidence from the text.
		I can predict what might happen from details stated and from the information I have deduced.
		I can identify where a writer has used precise word choices for effect to impact on the reader.
		I can identify some text type organisational features, for example, narrative, explanation and persuasion
		I can retrieve information from non-fiction texts.
		I can build on others' ideas and opinions about a text in discussion
English Class 5	Reading	Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met.
		Asks questions to improve their understanding.
		Draws inferences e.g. inferring character's feelings thoughts and motives from their actions.
		Predicts what might happen from details stated and implied.
		Distinguishes between fact and opinion
		Makes comparisons within and across books.
		Learns some poetry by heart.
		Provides reasoned justifications for their views about a book.
		Participates in discussions about books read to them and read independently.
		Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
		Retrieves, records and presents information from non-fiction.
English Class 6	Reading	Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met.

		Reads age-appropriate books with confidence and fluency
		Reads aloud with intonation that shows understanding
		Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
		Provides reasoned justifications for their views about a book.
		Predict what might happen from details stated and implied.
		Summarise main ideas, identifying key details and using quotations.
		Evaluates how authors use language. Including figurative language, considering the impact on the reader.
		Makes comparisons within and across books.
		Learns a wider range of poetry by heart.
		Retrieves, records and presents information from non-fiction
English Class 7	Reading	Learns new vocabulary and understands it with the help of context and a dictionary
		Maintains a positive attitude to reading and recommends books to their peers, giving reasons for their choice.
		Makes correct inferences based on evidence from more than one place in the text
		Identifies and comments on relevant points, information, ideas and events in texts supported by using some quotations.
		Recognises a range of poetic conventions and can comment on how they have been used.
English Class 8	Reading	Learns new vocabulary and understands it with the help of context and a dictionary
		Maintains a positive attitude to reading and recommends books to their peers, giving reasons for their choice.
		Can deduce, infer or interpret information, events or ideas based on evidence from different places in the text.
		Recognises a range of poetic conventions and is able to comment on their effect.
		Can identify and compare similarities and differences and how they are conveyed across different texts.
		Can comment on the setting, plot and characterisation in a text, and the effects of these.

Writing		
Module	Submodule	Curriculum Statement
English Class 1	Writing Spelling	I can identify known phonemes in unfamiliar words.
		I can use syllables to divide words when spelling.
		I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
		I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
		I can name all the letters of the alphabet in order.
	Writing Handwriting	I can use letter names to show alternative spellings of the same phoneme.
		I can sit correctly at a table, holding a pencil comfortably and correctly.
		I can form capital letters and digits 0-9.
	Writing Composition	I can compose a sentence orally before writing it.
		I can sequence sentences in chronological order to recount an event or experience.
		I can re-read what I have written to check that it makes sense.
		I leave spaces between words.
	Writing Grammar and Punctuation	I know how the prefix 'un' can be added to words to change meaning.
		I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.
		I can join two sentences using 'and'.
I can combine words to make a sentence.		
I can sequence sentences to form a narrative.		
I can separate words using finger spaces.		
I can use capital letters to start a sentence.		
I can use a full stop to end a sentence.		
I can use a question mark.		
I can use 'I'.		
English Class 2	Writing Spelling	I can segment spoken words into phonemes and record these as graphemes.
		I can spell words with alternative spellings, including a few common homophones.
		I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
		I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
	Writing Handwriting	I can identify phonemes in unfamiliar words and use syllables to divide words.
		I can form lower-case letters of the correct size relative to one another.
		I can form lower case letters in the correct direction, starting and finishing in the right place.
		I can begin to use some of the diagonal and horizontal strokes needed to join letters.
		I show that I know which letters are best left unjoined.
		I use capital letters and digits of the correct size.
	Writing Composition	I can copy accurately
		I use spacing between words that reflects the size of the letters.
		I can write for different purposes, including real events.
		I can retell stories.
		I can plan and discuss the content of writing and record my ideas.
Writing Grammar and Punctuation	I am able to orally rehearse structured sentences or sequences of sentences	
	I can evaluate my own writing independently, with friends and with an adult.	
	I can proof-read to check for errors in spelling, grammar and punctuation.	
	I can use subordination and coordination.	
	I can use expanded noun phrases.	
	I consistently use the present tense and past tense correctly.	
I can use the progressive forms of verbs in the present and past tense.		
I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.		
I correctly use question marks		
I can use commas to separate items in a list		
I can use apostrophes to show where letters are missing and to mark singular possession in nouns.		
English Class 3	Spelling	I can spell words with additional prefixes and suffixes and understand how to add them to root words.
		I recognise and spell homophones.
		I can use the first two or three letters of a word to check its spelling in a dictionary.

		I can spell words correctly which are in a family.
		I can identify the root in longer words
	Handwriting	I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined
	Writing Composition	I can compose sentences using a wider range of structures I can write a narrative with a clear structure, setting, characters and plot I can write non-narrative using simple organisational devices such as headings and sub-headings I can suggest improvements to my own writing and that of others. I can make improvements to grammar, vocabulary and punctuation.
		I use a range of sentences with more than one clause by using a range of conjunctions
		I use the perfect form of verbs to mark the relationship of time and cause
		I can proof-read to check for errors in spelling and punctuation
	Writing Grammar and Punctuation	I can express time, place and cause by using conjunctions, adverbs and prepositions. I am starting to use paragraphs. I can use headings and sub headings. I can correctly use exclamation marks I can use the present perfect form of verbs instead of the simple past. I can use inverted commas to punctuate direct speech.
English Class 4	Spelling	I can spell words with prefixes and suffixes and can add them to root words. I can recognise and spell homophones. I can use the first two or three letters of a word to check a spelling in a dictionary.
	Handwriting	I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined
	Writing Composition	My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. I can compose sentences using a range of sentence structures. I can orally rehearse a sentence or a sequence of sentences. I can write a narrative with a clear structure, setting and plot. I can improve my writing by changing grammar and vocabulary to improve consistency. I use a range of sentences which have more than one clause. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
		I can use direct speech in my writing and punctuate it correctly
	Writing Grammar and Punctuation	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. I can use fronted adverbials. I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences. I can use inverted commas and other punctuation to indicate direct speech. I can use apostrophes to mark plural possession. I use commas after fronted adverbials.
English Class 5	Writing Spelling	Uses prefixes and suffixes: Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) and prefixes dis-de- over- re- Spell some words with silent letters Can distinguish between homophones and other words that are often confused, e.g. their / there/ they're, your /you're. Can use a thesaurus to find alternative words.
		Uses the first three or four letters of a word to check spelling and meaning
	Writing Composition	Plans writing by identifying the audience for, and purpose of, the writing Draft and write selecting appropriate grammar and vocabulary Selects the appropriate form and uses other similar writing as models for their own Describes settings and characters. Uses dialogue in narratives to convey character. Proof-reads for spelling and punctuation errors. Ensures the consistent and correct use of tense throughout a piece of writing. Uses some organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Assesses their own and others' writing and propose changes.
	Writing Grammar and Punctuation	Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Links ideas across paragraphs

		Uses commas to clarify meaning or avoid ambiguity.
		Uses brackets, dashes and commas to indicate parenthesis.
		Understands terminology such as relative pronoun, relative clause, parenthesis ambiguity.
English Class 6	Writing Spelling	Uses further prefixes and suffixes accurately including negative prefixes. ( in, im, ir, il) Understands that the spelling of some words needs to be learnt specifically. Uses a variety of strategies for spelling that can be applied to 'new' (previously unseen) words. Uses a thesaurus to find appropriate alternative words. Applies consistently the correct version of words which have homophones. (e.g. stationary / stationery, past / passed)
	Writing Composition	Plan writing by developing initial ideas, drawing on reading and research if needed. Selects the appropriate form and uses other similar writing as models for their own. Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. Uses a wide range of clause structures, sometimes varying the position within the sentence.
	Writing Grammar and Punctuation	Creates atmosphere, and integrates dialogue to convey character and advance the action. Uses dictionaries to check the spelling and meaning of words. Selects vocabulary and grammatical structures that reflect the level of formality required most of the time. (e.g. find out - discover; ask for - request; go in - enter). Uses layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. Uses passive and modal verbs mostly appropriately. Punctuates bullet points to list information Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes some use of semi-colons, dashes, colons and hyphens. Understands terminology such as subject, object, active/ passive voice, synonym, antonym, ellipsis
English Class 7	Writing Spelling	Can spell words with complex suffix formations (especially, responsible, probably). Knows the spelling of some words needs to be learnt specifically. Uses a variety of strategies for spelling that can be applied to previously unseen words. Can spell high frequency words with unstressed vowels ( definitely, interesting, business) Uses prefixes and suffixes accurately.
	Writing Composition	Identifies the audience for and purpose of, the writing Plans writing by developing initial ideas, drawing on reading and research if needed. Writes clearly and appropriately for the audience and purpose. Writes using a variety of sentence lengths, structures and subjects and select the most appropriate type for the task. Uses a wide range of devices to build cohesion within paragraphs. Uses expanded phrases and clauses to add detail and precision. Can make changes to vocabulary and punctuation to enhance effects and clarify meaning. Can establish and maintain a straightforward viewpoint. Sequences ideas with direction and control. Uses figurative language to develop descriptions
	Writing Grammar and Punctuation	Moves between levels of formality through selecting vocabulary precisely Understands the different situations for using Standard and other varieties of English. Selects the appropriate vocabulary to change and enhance meaning. Applies the full range of punctuation taught at key stage 2 including brackets, colons, semi-colons and dashes. Uses the subjunctive form when writing in a formal style. Understands the use of the passive to affect the presentation of information in a sentence
English Class 8	Writing Spelling	Uses knowledge of morphology and etymology in spelling. Knows the spelling of some words needs to be learnt specifically. Uses a variety of strategies for spelling that can be applied to previously unseen words Can spell complex words correctly ,e.g. occasionally , occurrence, Applies prefixes and suffixes accurately. Can spell past and present tense inflections (ed, s) and plurals.
	Writing Composition	Produces texts which are appropriate to task, reader and purpose Uses a range of sentence structures to give clarity and emphasise meaning with use of adverbials, prepositional phrases and non-finite clauses Can summarise and organise material Uses a range of stylistic devices including precise vocabulary to develop descriptions Can amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	Writing Grammar and Punctuation	Moves between levels of formality through selecting vocabulary precisely and by manipulating grammatical structure. Understands the different situations for using Standard and other varieties of English. Draws on new vocabulary and grammatical constructions from their reading, and uses these in their writing to achieve particular effects.

		Can comment on the effectiveness and impact of grammatical features of when analysing texts.
		Uses the full range of punctuation accurately including brackets, colons, semi-colons, ellipsis and dashes.

Mathematics			
Module	Submodule	Curriculum Statement	
Mathematics Class 1	Number	Working Knowledge of the four processes and their symbols	
		Appreciate number qualities 1-12	
		Roman Numerals 1-10	
		Arabic Numerals 1-100	
		Number bonds up to 10	
		Difference between odd and even numbers	
		Count up to 110	
		Times tables up to 7 by heart	
		Count on and back in 1s, 2s, 5s and 10s from any given number up to 100	
		Can add and subtract 1-digit and 2-digit numbers to 20, including zero.	
		Can say the number that is one more or one less than a number to 100.	
		Shape and Measure	Draw straight lines and curves
			Draw common geometric forms (freehand)
Draw linear forms			
Problem Solving/Algebra	Know the days of the week and months of the year		
	Understand simple mental arithmetic in narrative form		
Data Handling	Apply simple mental arithmetic in narrative form		
	Answer one step word problems using story image		
	Represent numbers with objects		
	Represent numbers pictorially		
Mathematics Class 2	Number	Calculate simple problems by using objects	
		Calculate simple problems by drawing objects	
		Revise and use addition facts to 20	
		Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	
		Recognise, model, read, write and sequence numbers to 1,000	
		Can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs	
		I can estimate numbers using different representations, including the number line.	
		Recognise the place value of each digit in a 2-digit number.	
		Can use place value and number facts to solve problems.	
		Recognise, analyse and count to numbers up to 1000	
		Work with tables as division	
		Can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
		Can add and subtract mentally	
Shape and Measure	Can add and subtract numbers using concrete objects and pictorial representations		
	Can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical and horizontal line		
	Can compare and sort common 3D shapes and everyday objects.		
Problem Solving/Algebra	Can compare and sort common 2D shapes and everyday objects.		
	Can identify and describe the properties of 3D shapes including the number of edges, vertices and faces		
Data Handling	Can order and arrange combinations of mathematical objects in patterns and sequences		
	Use money for simple bills and calculating change		
Mathematics Class 3	Number	Can solve problems involving multiplication and division	
		I can interpret and construct simple pictograms	
		I can interpret and construct tally charts.	
		Mental arithmetic of number facts and simple sums in narrative form daily	
		Sums using numbers up to 1,020 or 1,100	
		Written addition and subtraction using several places	
		Written multiplication using two place values	
		Written division using units as divisor	
		Up to 15 times table; 10 times table up to 900	
		Square numbers by heart as a sequence	
		Know patterns in multiplication tables 10, 9, 4, 5, 11	
		Use place value to four places (Th, H, T and U)	
		Carry numbers across columns	
To be able to recite tables 1 - 12 in chorus and individually			
Represent vertical layout for addition and subtraction in narrative, pictorial and written form and solve problems			
Add and subtract mentally combinations of 1-digit and 2-digit numbers.			
Add and subtract numbers with up to 3-digits using formal written methods.			
Write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.			
Count from 0 in multiples of 4, 8, 50 and 100			
Shape and Measure	Tell the time using hours, half hours, quarter hours on 12 hour clock		
	Tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.		
	Can use mathematical vocabulary to describe position, direction and movement		
	Identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.		
	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.		
I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ $=$ .			
I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.			

		<p>I can choose and use standard units to estimate and measure mass in kg and g using scales.</p> <p>I can choose and use standard units to estimate and measure temperature in °C using thermometers.</p> <p>I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.</p> <p>Measure, compare, add and subtract using common metric measures.</p> <p>Recognise all coins</p> <p>Calculate simple sums in measurement of length, capacity and weight</p>
	Problem Solving/Algebra	<p>Solve number problems using one and two step problems.</p> <p>I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.</p> <p>I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>I can ask and answer questions about totalling and comparing categorical data.</p>
	Data Handling	<p>Solve one and two step problems using information presented in scaled bar charts, pictograms and tables.</p> <p>I can interpret and construct block diagrams</p> <p>I can interpret and construct simple tables.</p>
Mathematics Class 4	Number	<p>Answer complex mental arithmetic questions involving a mix of processes</p> <p>Carry out all four processes of number confidently</p> <p>Read and understand numbers up to six figures</p> <p>Know multiplication tables up to 12 out of sequence</p> <p>I can count backwards through zero to include negative numbers.</p> <p>Do long multiplication with numbers up to 122 as a multiplier</p> <p>Find factors of a given number</p> <p>Identify prime numbers less than 100</p> <p>I understand and can count in tenths, and find the fractional value of a given set.</p> <p>I can add and subtract fractions with a common denominator.</p> <p>I recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</p> <p>I can write simple fractions.</p> <p>I recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</p> <p>Transfer improper fractions into mixed numbers</p> <p>I can recognise and write decimal equivalents of any number of tenths or hundredths.</p>
	Shape and Measure	<p>I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.</p> <p>I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>I can measure and calculate the perimeter of a rectilinear figure in cm and m.</p>
	Problem solving/Algebra	<p>I can read, write and convert between analogue and digital 12 and 24 hour times.</p> <p>I can solve two step addition and subtraction problems in context.</p>
	Data Handling	<p>I can solve problems involving multiplication.</p> <p>I can interpret and present discrete data using appropriate graphical methods, including bar charts and time graphs.</p> <p>I can interpret and present continuous data using appropriate graphical methods, including bar charts and time graphs.</p>
Mathematics Class 5	Number	<p>Answer increasingly complex mental arithmetic questions involving a mix of processes</p> <p>Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit</p> <p>Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero</p> <p>Do long division including making use of remainder and estimating approximate answers</p> <p>Find lowest common multiple or highest common factors</p> <p>Compares and orders fractions whose denominators are all multiples of the same number</p> <p>Use all four processes with fractions including mixed numbers and improper fractions</p> <p>Understand how to use decimal notation, decimal fractions and interchange of decimal with common fractions</p> <p>Carry out four processes with decimals</p> <p>Use long division and multiplication using the decimal point</p>
	Shape and Measure	<p>Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>)</p> <p>Know that angles are measured in degrees and can identify an acute and obtuse angle</p> <p>Compare and order angles up to two right angles by size</p> <p>Draw freehand archetypal shapes: different kinds of triangle, rectangle, quadrilaterals, polygons and circles</p> <p>Divide circles into 17, 16 or 20 parts, deriving regular figures like pentagon and hexagon from them</p>
	Problem solving/Algebra	<p>Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes</p> <p>Solves problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25</p>
	Data Handling	<p>Answer questions about data, represented in graphs, charts and tables</p>
Mathematics Class 6	Number	<p>Answer complex mental arithmetic questions involving a mix of processes</p> <p>Unitary method with direct and inverse proportion</p> <p>Calculate simple percentages of a number using combinations of 1% and 10%</p> <p>Convert decimals to fractions and vice versa</p> <p>Recall equivalences between simple fractions, decimals and percentages</p> <p>Knows square numbers up to 15x15</p>
	Shape and Measure	<p>Use a compass and ruler to construct complex divisions of circles</p> <p>Knows the correct terms for different parts of a circle</p> <p>Use a protractor accurately</p> <p>Know and use Pythagoras Theorem</p> <p>Calculate average speed</p> <p>Draw and translate simple shapes on the coordinate plane and reflect them in the axes</p> <p>Finds unknown angles in any triangle, quadrilateral and regular polygon</p>

	Problem Solving/Algebra	Apply percentages to business; interest, discount, exchange, profit and loss, VAT Uses letter in algebraic expression
		Apply basic formulae in calculations
		Use equivalences between simple fractions, decimals and percentages in different contexts
	Data Handling	Create and interpret pie charts Read coordinates
		Find mean, median, mode
Mathematics Class 7	Number	Understand negative integers Understand the four rules with negative numbers Use formal methods for addition, subtraction, multiplication and division fluently including increasingly complex decimals. Use and apply BIDMAS to the number system. Round any number to any specified degree of accuracy, including decimals and measures Understand the concept of percentages and use this to find percentages of a quantity. Compare the result of two percentage calculations. For example 15% of 40 and 10% of 50. Understand the interrelated nature of fractions, decimals and percentages, converting between them and ordering with increasing fluency.
	Shape and Measure	Add, subtract and multiply fractions fluently Use the properties and vocabulary of 3D shapes and their nets to solve problems. Calculate the area and perimeter of a variety of 2D and compound shapes, including triangles using a formula. Represent 3D shapes in 2D
	Problem Solving/Algebra	Work with shapes on a 4 quadrant grid to translate, reflect and rotate in any direction or plane. Use and interpret algebraic notation including $ab$ ( $a \times b$ ) $3y$ ( $3 \times y$ ), substituting numerical values into formula to find the value of an equation. Combine variables within an equation or expression and simplify by collecting like terms. Recognise and use the relationships between operations and use inverse to change the subject of a formula. Use and interpret bracket notation with algebraic equations, multiplying out a single bracket.
	Data Handling	Create, use and interpret a variety of different tables and graphs to observe and analyse statistical information including; stem and leaf diagrams, vertical line charts and pie charts. Use the mode, median, mean and range fluently to compare, describe and analyse groups of data. Plot a linear function on a graph from an equation and interpret mathematically. Understand linear sequences and finding a formula to solve the next and nth terms Understand and use ratio notation, including reducing it to its simplest form. Understand a relationship between two quantities and use this information to solve problems involving direct proportion. Record, describe and analyse the frequency of outcomes of simple probability experiments; understanding that the sum of all possible outcomes equals 1.
Mathematics Class 8	Number	Understand and apply the concept of multiples, factors and primes individual, pairs or groups of numbers. Explore and understand rules for calculating with negative numbers. Use and apply BIDMAS to the number system, ensuring the calculations are carried out in order including using powers and roots. Round any number to any specified degree of accuracy, including decimals and measures. Understand how to round to any given number of significant figures and use approximation to check and verify answers. Understand the interrelated nature of fractions, decimals and percentages, converting between them and ordering with increasing fluency. Add, subtract and multiply fractions fluently including working with mixed and improper fractions. Divide fractions by multiplying by the reciprocal with proper and improper fractions Understand and use ratio notation, including reducing it to its simplest form.
	Shape and Measure	Calculate the area of a parallelogram and trapezium using a formula. Represent 3D shapes in 2D - Use a formula to calculate the volume of a prism (derived from the area of a surface multiplied by the length). Work with shapes on a 4 quadrant grid to translate, reflect and rotate in any direction or plane. Enlarge a shape by a given scale factor and identify congruent shapes Work with and apply circle geometry to find the circumference and area of a circle using Pi Use a ruler, protractor and compass to draw accurately including constructing triangles, perpendicular bisectors and scale drawings. Derive Pythagoras theorem by modelling it and use the formula to work out the length of a side in a simple right angled triangle.
	Problem solving/Algebra	Work with percentages below and above 100% solving problems that involve percentage increase, percentage change over time and reverse percentages. For example 120% = 40 what was 100%? Understand a relationship between two quantities and use this information to solve problems involving direct and inverse proportion; including algebraic representations. Know and apply corresponding, alternate and allied rules for angles and use them to problem solve.
	Data Handling	Use the properties and vocabulary of 3D shapes and their nets to solve problems. Record, describe and analyse the frequency of outcomes of probability experiments with more than one factor; representing this in two way tables and tree diagrams. Create, use and interpret a variety of different tables and graphs to observe and analyse statistical information including; stem and leaf diagrams, vertical line charts, pie charts and scatter graphs; including information that has been grouped. Use the mode, median, mean and range fluently to compare, describe and analyse groups of data. Use and interpret grouped frequency tables

Spanish		
Module	Submodule	Curriculum Statement
Class 1 Spanish		Say: hola, adios, como estas? Respond with muy bien, bien, regular or mal
		Count to 50
		Name 5 colours
		Name 5 animals
		Name 5 pieces of clothing
		Name 5 parts of the body
		Name 2 of the seasons
		Name 3 weather conditions
		Name 5 things in nature/environment
		Say: Tienes...?/Tengo...
Spanish Class 2		Say: hola, adios, como estas?, answer muy bien, bien, regular or mal
		Count to 100
		Name 6 colours
		Name 6 animals
		Name 6 pieces of clothing
		Name 6 body parts
		Name 3 seasons
		Name 4 weather conditions
		Name 6 family members
		Name 2 days of the week
	Name 6 things in nature/environment	
	Say: Tienes...?/Tengo	
	Say: Puedo ir al baño?	
	Say: Puedo tomar agua?	
Spanish Class 3		Say: hola, adios, como estas? Answer: muy bien, bien, regular or mal, gracias, por favour, Buenos dias, buenas tardes
		Count to 100
		Name 10 colours
		Name 10 animals
		Name 10 pieces of clothing
		Name 15 body parts
		Name 10 food items
		Name 4 weather conditions
		Name main family members
		Name months of the year
	Name days of the week	
	Begin to say the time	
	Say: Tienes...?/Tengo/Me gusta/No me gusta	
	Recite poem 'En este mundo'	
	Sing 'Es la hora, es la hora'/'Hola Don Pepito'/'La gallina Turuleca'/'En un auto viejo'	
Spanish Class 4		Say: hola, adios, como estas? Answer: muy bien, bien, regular or mal, triste, cansado, gracias, por favour, Buenos dias, buenas tardes, buenas noches
		Count to 1000
		Name all colours
		Name wild animals and pets
		Name 15 pieces of clothing
		Name 15 food items
		Name 15 parts of the body
		Name all family members
		Name days of the week and months of the year
		Name 4 weathers
	Saying favourite hobby	
	Name items around the classroom	
	Name items around the house	
	Saying the time	
	Say: Tienes...?/Tengo.../ Me gusta (n)/ No me gusta (n)	
	Recite poem 'En este mundo'	
	Sing 'Es la hora, es la hora'/'Hola Don Pepito'/'La gallina Turuleca'/'En un auto viejo'	
Spanish Class 5		Say: hola, adios, como estas? Answer: muy bien, bien, regular or mal, triste, cansado, gracias, por favour, Buenos dias, buenas tardes, buenas noches, hasta mañana, por la mañana, por la tarde, por la noche
		Count to 10000
		Name all colours
		Name all colours
		Name 15 pieces of clothing

		Name 15 food items
		Name 15 parts of the body
		Name all family members
		Name days of the week and months of the year
		Name 4 weathers
		Saying favourite hobby
		Name items around the classroom
		Name items around the house
		Name subjects and say their timetable
		Saying the time
		Say: Tienes...?/Tengo.../ Me gusta (n)/ No me gusta (n)
		Recite poem 'En este mundo'
		Sing 'Es la hora, es la hora'/'Hola Don Pepito'/'La gallina Turuleca'/'En un auto viejo'
Class 6 Spanish	Understanding (Listening and Reading)	Demonstrate some understanding of the main points, opinions and some details in short written or spoken passages with only one tense.
		Demonstrate some understanding of a range of short written or spoken passages which include opinions with basic reasons, details and reference to more than one tense.
	Communicating (Speaking and Writing)	Transcribe short sentences with a fair degree of accuracy
		Take part in very short conversations on a range of topics
		Write very short texts for a variety of audiences.
		Begin to describe, inform, express opinions and give reasons
	Grammar and Skills	Demonstrate some spontaneity when speaking.
		Refer to the past or the future, as well as the present.
		Use increasingly accurate pronunciation, intonation and spelling
		Have a basic knowledge of grammar, including present tense verbs
Translate simple sentences containing familiar vocabulary and grammar into English and into the target language		
Transcribe simple sentences with a good level of accuracy		
		Use a bilingual dictionary to look up unfamiliar words with a good degree of accuracy
Class 7 Spanish:	Understanding (Listening and Reading)	Demonstrate an understanding of a range of short written or spoken passages which include opinions with basic reasons, details and reference to more than one tense
		Transcribe short sentences with a good degree of accuracy
	Communicating (Speaking and Writing)	Transcribe longer sentences with very limited accuracy
		Take part in short conversations on a range of topics
		Write short texts for a variety of audiences
		Describe, inform, express opinions and give reasons
	Grammar and Skills	Demonstrate spontaneity when speaking
		Refer to the past or the future, as well as the present
		Use increasingly accurate pronunciation, intonation and spelling
		Have a fair knowledge of basic grammar, including past or future tense verbs alongside the present tense.
Begin to translate longer sentences into English and into the target language, showing a fair awareness of familiar vocabulary and grammar (especially tenses).		
Class 8 Spanish	Understanding (Listening and Reading)	Demonstrate an understanding of short and long passages which include opinions with reasons, a range of basic grammatical structures and reference to the present and future tenses
		Transcribe longer sentences with limited accuracy
		Begin to deduce some justified opinions and some less familiar vocabulary and grammatical structures
	Communicating (Speaking and Writing)	Begin to cope with extracts from literary texts and authentic spoken passages
		Take part in longer conversations
		Write short texts in a range of contexts
		Express and justify opinions, give detail, and refer to events in the past, present and future tenses
	Grammar and Skills	Demonstrate spontaneity in speaking by asking unsolicited questions and expanding on answers
		Show a good level of accuracy with pronunciation, intonation and spelling
		Have a very good knowledge of basic grammar, including past, present and future tense verbs
		Translate, into English and into the target language, short passages containing a range of tenses, vocabulary and grammatical structures
		Use an appropriate style and register in both speaking and writing

<b>Handwork</b>		
<b>Module</b>	<b>Submodule</b>	<b>Curriculum Statement</b>
Class 1 Handwork	Exploring sheeps fleece	Tease wool into a fluffy cloud
		Deconstruct plyed and unplayed yarn to make 'fluff'
		Hand twist a short length of yarn from sheeps fleece
		Card fleece using a pair of hand carders
		Preparation for Knitting skills
	Basic knitting skills	Wind a ball of wool
		Make a slip stitch
		Finger knit
		Make a workable pair of knitting needles
		Knit a row in garter stitch
		Cast on
		Cast off
		Recognise which direction they need to knit in order to begin knitting again
		Count stitches
		Count garter stitch rows
		Shape and stuff a knitted shape
		Sew up a seam using over stitch
		Follow a simple knitting pattern
		Recognise when they have made a mistake (lost a stitch ect)
		Basic sewing skills
Thread a needle		
Class 2- Handwork	More complex knitting skills	Knit purl stitch
		Recognise when to knit purl stitch and when to use knit stitch
		Confidently and independantly cast on
		Confidently and independantly cast off
		Follow a more complex knitting pattern
		Count rows of stocking stitch
		Recognise mistakes (dropped stitches etc) and begin to rectify them
		Change colour
		Decrease at regular intervals in order to shape
		Select colours and apply in a sequence
Independently sew up a knitted shape		
Class 3- Handwork	Crochet	Crochet a chain
		Hold the hook and thread correctly
		Crochet double stitch
		Crochet tripple crochet stitch
		Recognise which direction to crochet in
		Change colour
		Crochet ends in as you go

		Count stitches
		Count rows
		Select colours that flow from one to another (a section of the colour wheel)
		Recognise when they have made a mistake
Class 4- Handwork	Cross stitch	Demonstrate the sequence of movements needed for cross-stitch.
		Demonstrate that the top stitch goes from bottom to top left to write.
		Make individual selection of colour pallet.
		Consistently cut the same length thread using an arms span.
		Sew a small row of cross-stitches.
		Keep an even tension
		Select colours with an intension of the final look of the piece.
		Begin and end threads correctly.
		Design and execute a two-way symmetry pattern in cross-stitch.
		Sew overstitch.
		Turn a piece of cross stitch into a variety of items, (glasses case, pencil case, small bag etc.)
Class 5-Handwork	Hand sewing a 3D animal	Follow a set of instructions.
		Cut out accurately.
		Pin securely.
		Neatly, evenly and securely sew two pieces of fabric together using overstitch
		Create a pattern including gussets from their own drawing.
		Sew a life like model of an animal.
		Make a wire amiture and cover it in sheeps wool to add structure.
		Sculpt the animal by stuffing it to add life like shape.
		Sew, needle felt attach distiguishing features such as mains, stripes, saddles etc to detail.
		Consistentle thread a tiny needle
		Consistently tie triplle knots
Class 6 handwork	Wet felting	Wet felt even and robust fabric
		Aply thin layers of coloured wool
	Embroidery skills	Thread a needle
		Tie a trpple knot
		Cut the correct length thread for them
		Sew whipped running stitch
		Sew chain stitch
		Sew blanket stitch
		Sew a button hole
		Sew on a button
	Wet felting	Card wool using hand carders
		Wet felt a robust and well fitting pair of slippers
		securley attach a suede sole.
Class 7 Handwork	Sewing on the sewing machine	thread a sewing machine
		sew straight and curved lines

		name the parts of a sewing machine
		describe the function of the parts of a sewing machine
		sew a simple functioning bag
		identify different parts of woven fabric, salvage, warp, weft and bias
		demonstrate how to use a sewing machine safely
		pin and cut out fabric using a pattern
		secure ends of threads affectively
		cut fabric in a straight line.
		wind a bobbin
		pin and sew two pieces of fabric together securely.
		tie-dye in the Shiboro style using Indigo dye.
		Draft a simple pattern from their body dimentions
		Make a robust and practical apron.
		Sew a neat and even hem.
Class 8 Handwork	More advanced machine sewing and dress making skills	To be able to able control and manipulate stretch fabric
		To be able to change a needle on a sewing machine.
		To be able to remove dust and debris from a sewing machine.
		follow a simple commercial sewing pattern.
		change from straight stitch to zigzag stitch and back again on a sewing machine.
		To be able to make a lined pencil case.
		To be able to insert a zip.
		To be able to tac fabric.

Form Drawing		
Module		Curriculum Statement
Form Drawing Class 1		<ul style="list-style-type: none"> <li>Can trace a movement/form in sand and in the air</li> <li>Can form a circle or square with classmates in circle</li> <li>Differentiates left from right in body and in movement</li> <li>Knows right from left on the page</li> <li>Can recognise and identify the form of the square, rectangle, circle, oval, triangle, spiral and star forms</li> <li>Can draw forms with a feeling for the straight and curved line</li> <li>Can combine straight line and curves in a single form</li> <li>Can complete running, repetitive form</li> </ul>
Form Drawing Class 2		<ul style="list-style-type: none"> <li>Can complete more complex forms than those practised in class 1 with a feeling for the straight and curved line and the relationship between them</li> <li>Can complete or make whole, incomplete forms to mirror left and right.</li> <li>Can complete or make whole, incomplete forms to mirror above and below</li> <li>Can complete or make complete mixed left, right incomplete forms both horizontally and vertically</li> </ul>
Form Drawing Class 3		<ul style="list-style-type: none"> <li>Can transform simple forms from curved to straight and visa versa</li> <li>Can complete forms involving metamorphosis that gradually changes a form or turns it inside out</li> <li>Can complete mirror forms in fours (rotational)</li> <li>Can complete forms requiring turning inside out in different directions.</li> <li>Can complete forms that reflect brickwork bonds</li> </ul>
Form Drawing Class 4		<ul style="list-style-type: none"> <li>Can elaborate or intensify forms of previous years</li> <li>Can complete flowing braided or woven forms, occasions keeping the line moving at crossing points, at other times being able to hold the line back at the crossing point</li> <li>Can complete forms in relation to Zoology (Man and Animal main lesson)</li> <li>Can complete forms requiring from the whole to the parts</li> <li>Can complete linear movement forms around a series of dots</li> <li>Can complete braided forms using dots</li> <li>Can complete patterns by connecting dots</li> </ul>
Form Drawing Class 5		<ul style="list-style-type: none"> <li>Can complete forms continued and developed from earlier years.</li> <li>Can complete motifs, patterns from different cultural periods explored in main lessons.</li> <li>Can complete forms reflecting plant forms</li> <li>Can complete labyrinth sand mazes</li> <li>Can complete challenging woven forms</li> <li>Can complete woven forms built around concentric patterns of dots</li> <li>Can complete free hand geometrical figures-division of the circle</li> </ul>
Form Drawing Class 6		<ul style="list-style-type: none"> <li>Can complete forms continued and developed from earlier years</li> <li>Can complete accurate Geometrical constructions using compass ruler and pencil</li> <li>Can complete motifs from the Roman culture</li> <li>Can complete motifs from the Medieval period</li> </ul>

Eurythmy		
Module	Submodule	Curriculum Statement
Eurythmy Class 1	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Walk in straight and curved lines, spirals, figure of 8 patterns
		Arm gestures for vowels and consonants through imitation.
		Various rhythms of walking, running, hopping, jumping and stamping
	A level of deepening in their ability to move in relation to others...	A consciousness of left and right, forward and back
		Stand still as a whole class and move as a whole
		Begin to be able to stand still while others moves, and begin their part in time.
	A level of self mastery in their movement and a developing consciousness of their own capacity to grow by...	Move together with whole class to music
		Mirror the movement of another child
		Walking a geometric shape alone, as part of a game while their classmates quietly watch.
Eurythmy Class 2	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Walk simple rhythms.
		To stay in the circle when asked not to move.
		Carrying out a given set of movements with a beanbag, which cross the midline, and demonstrate hand eye coordination.
	A level of deepening in their ability to move in relation to others...	Walk in straight and curved lines, spirals, figure of 8 patterns
		Arm gestures for vowels and consonants
		Various rhythms of walking, running, hopping, jumping and stamping
	A level of self mastery in their movement and a developing consciousness of their own capacity to grow by...	Dexterity exercises
		Exercise in opposite pairs or mirror forms
		Short dances in two circles with music
Eurythmy Class 3	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Differentiate between time to move and stand still.
		Oriente themselves to their place in the circle.
		Experiencing the opposing movement of 2 circles.
	A level of deepening in their ability to move in relation to others...	Experiencing the quick change from mirroring a partner to moving as a whole class, and back again.
		Experiencing choreography for a small group.
		Imitating big and small gestures exactly.
	A level of self mastery in their movement and a developing consciousness of their own capacity to grow by...	Walking different steps.
		Knowing their 'home place'
		Being able to keep their place between person in front and behind them when walking steps in line.
Eurythmy Class 4	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Being able to move independently as a class the characters and gestures of the story or piece of music. (without teacher)
		Knowing which group they are in when class is divided up.
		Rhythmical stepping movement to poems and music
	A level of deepening in their ability to move in relation to others...	Different movements for the elements
		Recognising question and answer in music and speech
		Recognise some of the speech gestures
	A level of self mastery in their movement and a developing consciousness of their own capacity to grow by...	Know the gestures for vowels
		Dexterity and concentration exercises
		Experience the major and minor third
Eurythmy Class 4	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Contraction and expansion in a circle as a whole group
		Mirroring a partner exactly.
		Experiencing straight and curved geometric shapes in the space between their movements.
	A level of deepening in their ability to move in relation to others...	Knowing their orientation and direction of movement while moving in opposing directions to others.
		Performing their short piece of music for their class teacher and another class.
		Experiencing their ability in fine and gross coordination excersises for hands and feet.
	A level of self mastery in their movement and a developing consciousness of their own capacity to grow by...	Being able to hear and move motives in a piece of music.
		Moving in pairs.
		Independently knowing the gestures for a musical scale.
Eurythmy Class 4	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Being able to make quick changes in direction.
		Embodying the character of different elements.
		Having overcome and mastered challenging concentration and coordination exercises.
	A level of deepening in their ability to move in relation to others...	Grammatical elements of language in special forms
		Mirror forms and rod exercises requiring quickness and dexterity
		Dexterity and concentration exercises
	A level of self mastery in their movement and a developing consciousness of their own capacity to grow by...	To hear, move and recognize the beat and movement of the pitch
		Movement and rhythm to alliteration in poetic dictation
		The first gestures for specific notes, the C major scale and A minor
Eurythmy Class 4	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Moving in time with whole class.
		Performing eurhythmy in a class play.
		Being able to watch and recognize good qualities in others movements.
	A level of deepening in their ability to move in relation to others...	Moving a choreographed form in harmony with the class to a piece of music.
		Capacity in complex rod exercises.

		Capacity to overcome a task which is first a struggle. Beginning to have a sense for the qualities of different notes. Developing the capacity to hear and walk different rhythms. Beginning to be able to create gestures for words independently. Being able to step the beat and clap the rhythm at the same time. Knowing the orientation in changing groups. Developing confidence in knowing movement for a whole piece of music.
Eurythmy Class 5	A level of deepening in their relationship to music, poetry or geometry, and their creative expression of it in movement by...	Walk a 5 pointed star alone and in groups. Forms with frontal orientation Explore other cultures through music, gesture and movement Dexterity and concentration exercises Various major and minor scales
	A level of deepening in their ability to move in relation to others...	Awareness of how if a group moves together, an accurate geometric form emerges between them. Move as a whole class to bring the music to expression, through gestures and form which are in time with classmates and music. Moving a complex, geometrical form synchronised as a group, and in 'canon' to other groups, to the level of performance quality. Performing for a large group.
	A level of self mastery in their movement and a developing consciousness of their own capacity to grow by...	Develop better orientation in space. Knowing the path of a 5 pointed star, starting in different positions. Developing skills to recognize and move the beat, rhythm, phrase and pitch in music. Move in curved forms around a 5 pointed star whilst keeping an accurate geometric orientation in space.