

## C2 Horizontal Curriculum

### Visual and Graphic Arts

#### Indicative Content

Develop and embed classroom habits that enable children to work together with independence and responsibility to prepare and distribute materials necessary to the lesson.

#### Drawing:

(see also Form Drawing themes, and Maths ARLOs for Shape, Space and Measure)

Children should draw with wax block and stick crayons. The Blocks are used primarily akin to how one would employ a paint brush, IE to provide a foreground, simple buildings, a group of trees, but children should also have the opportunity to draw with chalk, chunky pencils (Lyra Ferby) etc.

**Guided drawing:** The teacher draws or crayons in large format, on a large sheet of paper pinned to the board. Images are drawn on a level appropriate for the children's age and development, showing either a full side or full frontal view of animals, human beings, plants and buildings. The children should have some freedom in the colours they chose and they (and the teacher) can add interesting details. Diagrammatic elements (e.g. numbers) can begin to appear in pictures. A calendar with an illustration for each month makes an excellent extended project.

**Free drawing:** Children should be offered plenty of opportunity to draw freely on a given theme, drawn from stories and real or imagined events. It is useful for children to have a 'drawing book' (A4 or A3 size) so that a child's development across the year can be clearly seen. Children should have the opportunity to admire and respect each other's work. Line drawing is a developmental process that children need to freely experience as a way of interacting with the world. It is natural for children to narrate this kind of free expression as they draw.

Guided and free drawing can be combined; the teacher begins a picture, and the children finish it in their own way.

Children should often have the opportunity to admire and respect each other's work.

#### Painting:

Class discussion and selection of colour to create an impressionistic response to a story. In Class 1 the colours were often presented through colour stories. Now the narratives are drawn largely from the tales and fables as told in the Main Lesson, where the atmosphere/mood has been built up through the thoughtful use of adverbs, adjectives and verbs. The atmospheric created through the use of language is then brought to the painting experience via the choice of colours. At this point form is not a priority, rather the focus is an impression of an aspect of the story.

Painting with watercolours on damp paper (wet-on-wet). Working with the primary colours but weaving them more extensively into and around each other than in Class 1, paint them:

- Singly
- In clearly defined areas of 2-3 colours, where the colours meet but do not mix
- In areas of colours where two colours partially meet to create a third colour (the secondary colours: orange, green, purple)

Tonal work is experienced via the application of two shades of one colour (e.g. Golden Yellow and Lemon Yellow). The judgement of creating balance is also practised: how a larger or smaller area of a particular colour impacts on another (e.g. a strong red juxtaposed with a pale yellow)

**Modelling:**

Modelling with clay, wax or plasticine. Modelling animals. Working not by adding bits and pieces, but by working with a given amount of material as a whole lump that change be changed and shaped. Simple exercises to familiarise children with the material (e.g. create a sphere or a pyramid). Develop a picture of what is to be modelled through verbal description, or even asking children to act out the mood or form they are about to model. Describing what has been modelled (own work and work of others) through accurate observation and description of 'what is happening'. E.g. is the form resting, swelling, reaching etc.

**Pedagogical Reasoning**

**Drawing**

For a six- to eight-year-old free drawing is an expression of inner feelings and sensations and drawings can give insight into a child's developmental stage. More structured drawing activities can build children's skills. Listening to stories engages children's imagination and encourages them to create mental images of what they hear, with each child representing the words in their own unique way. Drawing brings balance to the focused act of careful writing. Illustrations bring the children's written words to life; each piece of work becomes a meaningful whole, where intellectual and artistic meet.

**Painting**

Building on their previous experience, children explore the whole colour spectrum, discovering sequences of colours and blends. 'Colour characters' emerge from the colour stories, with their own moods and emotions.

The structure or assignment given by the teacher prevents the painting becoming a purely sensory activity.

**Modelling**

Modelling is developed from the interplay of the hands, which together form an inner space. The hand feels the surfaces, becoming a kind of organ of perception and formation; in the process of modelling itself, the senses of form, movement and touch are especially active. The underlying principle is that it is a metamorphosis of form, working particularly with the formative forces that are at work within the nature of the developing child.

**Considerations for Decolonisation/Contextualisation**

**Suggested ARLOs**

Creative and Aesthetic

[Handwork: Knitting and crochet](#)

**Indicative Content**

The World is beautiful: From play, through beauty, to work

**Knitting:**

Build on skills from Class 1 to build accuracy and rhythm. Teach purl stitch. Some schools continue knitting in class 2 and introduce crochet in class 3

**Crochet:****Activities:**

To prepare for crochet, finger knit, e.g. a skipping rope

Teach children to have one 'working hand', which holds the hook, and one 'helper hand' which holds the yarn. Learning to tension the yarn is an important skill and essential to crocheting. Teach how to identify and count crochet stitches.

It is important to give a visual description of each technique, using imaginative images, rhymes etc.

**Projects:**

Crochet a useful and aesthetically pleasing item:

- pair of potholders
- Hammock for animal or doll
- Net bag for balls,
- Bag for treasure,
- Juggling balls or hackysack

**Hand Sewing:**

Making up projects.

Create a needle case – hand sewing on felt with seed stitch.

Teacher shares a story at the end of the lesson which is related to the day's work, that has already been tidied away. This allows children to listen actively and which builds a connection between the physical work experience and sensory experience while also signposting the next lesson.

**Pedagogical Reasoning**

Pupils have transitioned from the dreamy and rhythmic realm of knitting into the awake and focused action of crocheting. Now one hand is the main or "working" hand and one is the helping hand.

**Considerations for Decolonisation/Contextualisation**

Stock a variety of skin tones for knitting

Consider the history and content of rhymes, stories, songs: All songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

**Suggested ARLOs**

Handwork

**Narrative Material****Indicative Content**

See Fables, legends and noble deeds for narrative material across the year.

Class library of appropriate graded readers and stories. Traditional-type stories and folk tales retold at an appropriate level. Verbal book reports.

<b>Pedagogical Reasoning</b>
Developing children's engagement with and enjoyment of reading.
<b>Considerations for Decolonisation/Contextualisation</b>
Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.
<b>Suggested ARLOs</b>
Literacy, History, Visual and Graphic Art

Media Education
<b>Indicative Content</b>
Children's attention should be drawn to the design of the pages of their books (particularly main lesson books), ensuring that these are created in an attractive, orderly and balanced way. As literacy skills are practiced and develop further, children should have access to a rich and varied class and (where possible) school library, with a wide range of books in different styles and formats (fiction, non-fiction, picture books etc). Singing should be a daily activity (see musical themes for the year), and children will develop their skills on the chosen class instrument, such as a recorder or Choroï flute. Children will gain control of both primary and secondary colours through the medium of watercolour paint, and drawn images can become more complex. Practical technological competence and understanding are developed through handwork and tool use, e.g. in the outdoor curriculum. Children are given strategies to use and trusted people to contact if they feel sad, uncomfortable, embarrassed or upset about things they see or hear, even if those things are online.
<b>Pedagogical Reasoning</b>
Analogue processes help children understand things in the truest sense of the word. Once they are acquainted with analogue technologies and their potentials, the basis is created for them to be able to judge how and when digital techniques can be used sensibly, based on their own experience. Mastering the medium of writing forms the basis of all media competence. Reading is the basic and key qualification that develops and promotes media competence in general. Understanding the construction of images and music provide children with a basis for later judgement(s) of media. Alongside this practical competence is a focus on the development of dispositions and social and emotional skills which support children to later develop self control and regulate their use of media, and to treat people in the digital realm with respect and understanding. This can be followed through the PSHE/RSE curriculum, and the development of imagination and empathy as enhanced capacities through long term curriculum intent. In modern life, regardless of a school's policy on media use at home, children will have direct and indirect exposure to media through family and friends. Potentially disturbing or dangerous content, or even seemingly harmless images leave an impression on the young child. Children need to be confident that they have safe spaces in which to discuss their feelings about whatever they may have seen or been exposed to.
<b>Considerations for Decolonisation/Contextualisation</b>
Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age.

Stories and songs should be taken from a range of cultures around the world.

**Suggested ARLOs**

Technology, RSE, PSHE

MFL Situational orality

**Indicative Content**

Familiar and day-to-day activities in the target language. Building of variations around a common theme, e.g. questions with a number of possible answers.

**Pedagogical Reasoning**

Languages are learned using a natural approach that models the way children learn their mother tongue, adjusted to take into account of their age. This means that the lessons remain in the realm of orality for the first three years so that the children have a solid basis in the language before literacy is introduced. The teaching takes place entirely in the target language so children can learn through participation in learning situations they basically understand through shared intentionality, the teacher modelling the activity and emulation.

**Considerations for Decolonisation/Contextualisation**

Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

**Suggested ARLOs**

Modern Foreign Languages

The Plane: symmetry and mirroring

**Indicative Content**

Experimenting with previously experienced forms, adding and blending colour and exploring the metamorphosis of lines. Create symmetry and asymmetry, using mirroring, patterns and borders. Forms can incorporate objects that provide a three-dimensional and embodied element, e.g. creating patterns with natural materials.

**Pedagogical Reasoning**

Linearity is an archetypal quality as old as humanity related to orality, expressing directional movement in space and time. Walking, talking (storylines, songlines) and drawing are all linear. Children need the opportunity for free linear drawing, rather than drawing from observation or imagination because the dynamic movements are embodied and not yet filled with mental content. Form drawing or dynamic drawing is an activity that transforms bodily movement in space into inner movement in ways that transposes the external orientation into inner orientation, weaving the three dimensions (up/down, right/left and behind /in front) into a dynamic relationship between point and periphery, centre and circumference. It is a creative process, free hand requiring control and sense of proportion that builds on archetypal forms, point, line, surface and volume.

**Considerations for Decolonisation/Contextualisation**

**Suggested ARLOs**

Maths, Visual and Graphic Art (Drawing)

[Spiritual, religious, ethical and moral education](#)

**Indicative Content**

An exploration of the contrast of admirable qualities and human failings/foibles, cultivating mental imaging, imagination and identification.

Stories of people who are admirable. These could include Saints from a variety of religions, or more modern people whose deeds set them above the ordinary, such as Wangari Maathai, Alia Muhammad Baker or Johnny Appleseed.

Fables - short stories of animals, creatures, objects or forces of nature that are anthropomorphised and that lead to a particular moral lesson. They often have a comic element.

Some schools use stories of the First Peoples of North America and explore traditions, spirituality and community – content that lends itself to the beginnings of ecological responsibility, creation stories and spiritual themes.

**Pedagogical Reasoning**

An early exploration of morality to support the children's developing sense of right and wrong. The children get a sense of the potential nobility of humanity as something to aspire to, set against the flaws and imperfections of the animals in the fables, who represent base desires and character traits which are all too human.

**Considerations for Decolonisation/Contextualisation**

Inclusion of people of diverse gender, sexuality and sex with admirable qualities from around the world. Stories from different cultures.

**Suggested ARLOs**

SMSC, PSHE

[Sustainable Living: The Home Environment](#)

**Indicative Content**

With the home base and hearth firmly established in Class 1, the teacher works to deepen and extend the children’s knowledge and understanding of their local natural environment. Through directing children’s attention to particular aspects of that environment, the teacher develops their observation skills, supporting them to explore the area with purpose. The activities provided are similar to Class 1 – walking and spending time in nature, free play and craft activities – but the expectations are more explicit, and participation is expected. Children’s safe and appropriate use of tools and fire is further developed, and they are asked to anticipate possible risks. Connections between indoor and outdoor learning are strengthened, with the teacher preparing the children by supporting them to develop a mental picture of the activities they are about to do. The imagining of the characters in the fables of the narrative content of this year can be enlivened by connections to the footprints and other signs that animals leave behind them. Further expeditions to other local areas of

interest can be undertaken.

Incidental discussions provide opportunities for accurate naming of parts of the body and the senses.

**Pedagogical Reasoning**

he children of class two are still hunters and gatherers, before they become more sedentary farmers in Class 3. The activities that are offered are more structured and challenging than those in Class 1, but time is still dedicated to free play, bringing the children's observation into activity. Children are participative observers and interpret what they see holistically and imaginatively with a self-referring inner logic which is the soil from which mature thinking will grow.

**Considerations for Decolonisation/Contextualisation**

Cultivating respect for all plants and animals (even stinging nettles, brambles and weeds, insects and other less familiar creatures) is an important precondition for social and cultural diversity.

**Suggested ARLOs**

Science and Technology, Geography

## Spanish: Situational orality

### **Indicative Content**

Familiar and day-to-day activities in the target language. Building of variations around a common theme, e.g. questions with a number of possible answers.

### **Pedagogical Reasoning**

Languages are learned using a natural approach that models the way children learn their mother tongue, adjusted to take into account of their age. This means that the lessons remain in the realm of orality for the first three years so that the children have a solid basis in the language before literacy is introduced. The teaching takes place entirely in the target language so children can learn through participation in learning situations they basically understand through shared intentionality, the teacher modelling the activity and emulation.

### **Considerations for Decolonisation/Contextualisation**

Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

### **Suggested ARLOs**

Modern Foreign Languages

## Fables, legends and noble deeds

### **Indicative Content**

An exploration of the contrast of admirable qualities and human failings/foibles, cultivating mental imaging, imagination and identification.

1. Stories of people who are admirable. These could include Saints from a variety of religions, or more modern people whose deeds set them above the ordinary, such as Wangari Maathai, Alia Muhammad Baqer or Johnny Appleseed.
2. Fables - short stories of animals, creatures, objects or forces of nature that are anthropomorphised and that lead to a particular moral lesson. They often have a comic element.

**Pedagogical Reasoning**

An early exploration of morality to support the children's developing sense of right and wrong. The children get a sense of the potential nobility of humanity as something to aspire to, set against the flaws and imperfections of the animals in the fables, who represent base desires and character traits which are all too human.

**Considerations for Decolonisation/Contextualisation**

Inclusion of people of both sexes with admirable qualities from around the world. Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

**Suggested ARLOs**

Literacy, History, Visual and Graphic Art

[Home Surroundings: living in the local environment.](#)

**Indicative Content**

In a continuation, deepening and development of the content of the Class 1 block, stories of place and people continue to illustrate the variety of life in the local environment - human as well as environmental. Children have a more constructive engagement with the environment, building, making and caretaking, inhabiting and utilising the environment in a nomadic way..

**Pedagogical Reasoning**

As in Class 1, the children's living connection to the local environment is developed through both imagination and experience. Through direct encounter and narrative experiences the teacher draws children's attention to the impact of people on the natural, built and cultural local environment, and how local materials can and have been used to make useful things, further establishing foundations of science, history and geography.

**Considerations for Decolonisation/Contextualisation**

Stories and direct experiences are inclusive of a wide range of aspects of the local environment, including all cultures which are represented there. Stories challenge gender stereotypes and show a range of family structures, for example where plants and animals are anthropomorphised. Stories and direct experiences include the cultural space as well as the geographical one, e.g. local festivals.

**Suggested ARLOs**

Literacy, Social Science, Geography, Visual and Graphic Art, Science and Technology

[Use of Language: doing, naming, describing and punctuating.](#)

**Indicative Content**

Children should be made aware, in an imaginative way, of the character of nouns, verbs, adjectives, adverbs and articles and of how the same word can have different functions depending on the syntax of a sentence (e.g. 'open' as both a verb and an adjective). They should be taught that punctuation follows spoken rhythms. Technical grammatical

vocabulary should be 'seeded' - i.e. mentioned and briefly explained with no expectation that children will remember explicitly.

### **Pedagogical Reasoning**

Nouns and verbs are the basic conceptual building blocks of language - things which exist and possible actions. Children need to experience the archetypal qualities of names, actions and attributes in order to begin to categorise words in context. Punctuation creates the link between speech and text.

### **Considerations for Decolonisation/Contextualisation**

Ensure example sentences feature a range of people and challenge stereotypes (e.g. conscious choice of gendered pronouns)

Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

### **Suggested ARLOs**

Literacy

## [The Places and Values of Numbers](#)

### **Indicative Content**

The aim of Class 2 maths is to become fluent in arithmetic. This involves firstly becoming fluent in the abstract manipulation of number - e.g. place value, number bonds, times tables, and the commutative nature of addition and multiplication. These processes are also consolidated in accurate written form of horizontal equations (number sentences) of addition, subtraction, division and multiplication. For all of these, any of the three numbers in the sentence is missing, as opposed to 'finding the answer' after the = sign. These skills are then applied to solving simple, practical arithmetic problems.

Becoming familiar with telling the time in a simple way on an analogue clock - hours, half hours and quarters, days, weeks, months, seasons and years.

### **Pedagogical Reasoning**

The emphasis in the mathematical teaching method is on 'guided discovery', in preference to what may be termed 'open-ended exploration'. The method focuses on providing a teacher-led content aimed at developing individual ways of thinking and techniques. The fluency of numbers in number systems. Applying to equations (number sentences).

The content and presentation of material is founded on imaginative, practical situations. Opportunities are sought to work with the practical application of mathematical principles and phenomena.

### **Considerations for Decolonisation/Contextualisation**

Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

### **Suggested ARLOs**

Maths, Visual and Graphic Art (Drawing)

<b>Age-related Learning Opportunities for Social Science C2</b>	<b>Relevant Learning Descriptors</b>
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>• To explore different aspects of human behaviour through stories, including the impact of people's decisions, actions and behaviours</li> <li>• To encounter stories of people whose actions have had a significant impact</li> <li>• To further encounter a pre-industrial world through stories</li> <li>• To encounter and explore the meaning of relevant vocabulary</li> </ul>	<p><b>Early Social Science</b>  Children can recall and retell the stories that they have heard, discussing the decisions that the characters make, the ways that they behave, the actions they take, and the impact of these things on other people and events. They can talk about some of the similarities and differences in the different worlds and ways of life described in the stories and in their own life experiences. Children have a wide vocabulary of everyday historical terms, and use common words and phrases relating to time.</p>

<b>Age-related Learning Opportunities for Visual and Graphic Arts C2</b>	<b>Relevant Learning Descriptors</b>
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>• To work with greater independence and responsibility within a designated team to prepare and distribute materials necessary to the lesson.</li> <li>• To give and receive feedback about their own work and the work of others, in a constructive and supportive setting.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To draw on a given theme, e.g. from a story or an experience</li> <li>• To experience 'guided drawing', where the child draws along with the teacher</li> <li>• To illustrate their writing</li> </ul> <p><b>Form Drawing</b></p> <ul style="list-style-type: none"> <li>• To explore symmetry and mirroring</li> <li>• To create patterned borders</li> <li>• To explore the creation of symmetrical patterns with found objects and natural materials</li> </ul> <p><b>Painting</b></p>	<p><b>Early Visual Art</b>  Children can work together to prepare and distribute materials for the lesson in an efficient way. Children can articulate a considered and empathic response to their own work and to the work of others in peer discussions and reflections.</p> <p><b>Early Drawing</b>  Children draw humans and animals as flat figures with even tones, usually as a side or frontal view standing on a flat ground. The proportional relationship between figures is often related to the importance of the figure to the child, rather than its relative size (proportion of significance).</p> <p><b>Early Form Drawing</b>  Children can draw regular and symmetrical patterns, mirroring forms or images across a given horizontal or vertical line. They can draw a regular patterned border, and create a flower or mandala-type form by building symmetries and using natural or found materials.</p> <p><b>Early Painting</b>  Children can soak and stretch their paper, clean their water jars, and mix paint to the</p>

<ul style="list-style-type: none"> <li>• To practice and refine techniques and skills introduced in Class 1, e.g. preparing their materials, brushwork, etc</li> <li>• To hear stories and engage in class discussion and selection of colour to create an impressionistic response</li> <li>• To develop increased dexterity and manipulation of the medium</li> <li>• To explore working with colour strengths, and two shades of one colour</li> <li>• To explore how the juxtaposition of colours affects their tone and intensity</li> <li>• To consider the composition of a painting</li> </ul> <p><b>Modelling</b></p> <ul style="list-style-type: none"> <li>• Experience a range of modelling materials in structured lessons</li> <li>• Model an intended shape from one piece of material, from which a form is gently defined through manipulation (sculpture)</li> <li>• Discover the inherent qualities of the materials and explore the range and limitations of the materials.</li> </ul>	<p>required consistencies. In discussion with peers, they can plan their work through the selection of appropriate colours. Children can apply paint to the paper surface in a controlled way, creating both clearly defined areas where colours do not meet, but also carefully blending primary colours on the paper to create secondary ones. Through their work, they demonstrate their emerging understanding of tone, composition, intensity and balance, using their skills to convey their intention.</p> <p><b>Early Modelling</b></p> <p>Children can create an intended form from a single piece of material, using their fingers to apply pressure and counter pressure to the modelling material with purpose.</p>
--	---

<b>Age-related Learning Opportunities for Handwork C2</b>	<b>Relevant Learning Descriptors</b>
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>• To learn how to knit with a purl stitch</li> <li>• To learn how to use a crochet hook, making a chain and learning a number of stitches (e.g. single, double and treble crochet), and understanding how to increase and decrease</li> <li>• To learn how to count crochet stitches</li> <li>• To learn to make securing stitches and simple embroidered stitches (e.g. seed and sand stitch)</li> </ul>	<p><b>Early Handwork:</b></p> <p>Children extend their knitting skills to include a purl stitch, and practise their previously learned skills, knitting with more accuracy and rhythm. They can use a crochet hook to create chains and a number of stitches, holding the hook with one hand and the yarn with the other. They maintain a reasonably consistent tension on the yarn, creating fairly evenly sized stitches. Children can crochet one or more objects, using the stitches they have learned and increasing and decreasing where necessary. They are aware of the number of stitches they are using and how the number changes if they are making an increase or a decrease. They can make a needlebook, incorporating securing stitches,</p>

	and using simple embroidered stitches with purpose, for example the colour and stitching indicate usage.
--	--

<b>Age-related Learning Opportunities for Literacy C2</b>	<b>Relevant Learning Descriptors</b>
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>• To refine their feeling for the rhythm of speaking and listening in different situations, e.g. during classroom talk, conversations, stories etc.</li> <li>• To participate in recitation, singly and in groups</li> <li>• To refine their articulation of thoughts, recollections and experiences orally in coherent narrative form</li> <li>• To experience a rich and ambitious vocabulary, exploring orthography and connections between new and known words</li> <li>• To learn extended code, e.g. consonant diagraphs and blends, multiple spellings of vowel sounds</li> <li>• To learn to read and write common and personal words and words of interest containing unfamiliar sound/spelling correspondences.</li> <li>• To develop a feeling for structuring more complex and longer sentences, e.g. using pronouns to replace nouns, conjunctions etc.</li> <li>• To explore the functions of words within sentences.</li> <li>• To learn how to use capital letters and full stops in their writing, and to recognise and identify some additional punctuation, e.g. question/exclamation marks, commas.</li> <li>• To practice composing, writing and reading (both independently and aloud) text at an appropriately challenging level and length.</li> </ul>	<p><b>Early Literacy</b>  Children can orally communicate their ideas, thoughts and memories coherently and appropriately for the listener/situation. They begin to be confident to recite alone. Children can compose and write short, simple texts on a familiar topic, using extended code and common words containing unfamiliar sound/spelling correspondences. They add detail and description, drawing on their reading experiences. Children use some longer, more complex sentences, using punctuation to delineate sentences and identify questions or exclamations, although language and sentence structure may still be close to speech. They can read their own and others' writing, including longer texts and some different genres, e.g. poems, information or letters. They begin to self correct and develop some automaticity, e.g. not following text with a finger when reading; writing familiar words without sounding out.</p> <p><b>Book Band:</b> Yellow, blue, green, orange, turquoise, purple, gold, white</p>

Age-related Learning Opportunities for Media Education C2	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <p><b>Media Content</b></p> <ul style="list-style-type: none"> <li>• Create well-designed, attractive, orderly and balanced pages in their lesson books</li> </ul> <p><b>Media Form: Writing</b></p> <ul style="list-style-type: none"> <li>• Develop their literacy skills</li> <li>• Access a rich class library with a wide range of texts</li> </ul> <p><b>Media Form: Sound and Language</b></p> <ul style="list-style-type: none"> <li>• Sing a range of songs frequently, regularly and repeatedly: rhythmic songs in a range of modes, some with a change of tempo; call and response songs (teacher/class and small group/large group)</li> <li>• Develop their skills on a simple instrument</li> </ul> <p><b>Media Form: Image</b></p> <ul style="list-style-type: none"> <li>• Explore primary and secondary colours through watercolour paints</li> <li>• Explore the creation of images through drawing with crayons and coloured pencils, and through watercolour paint</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Talk about things that they have seen or heard that have made them feel sad, uncomfortable, embarrassed or upset, even if those things are online, without fear of judgement or censure.</li> </ul>	<p><b>Early Media Awareness</b></p> <p>Children can create attractive, orderly and balanced pages in their lesson books. They are at a stage of early literacy, writing short texts and reading their own and others' writing. Children can sing in both larger and smaller groups, following the words, rhythm, structure and tune of the song. They can produce drawings, paintings and illustrations, using their knowledge of colour tones and mixing to create an intended effect. Children know how to say 'no'/'stop'/'I'll tell'/'I'll ask', and respond when phrases like these are said. They know who they can talk to about anything that has made them feel sad, uncomfortable, embarrassed or upset, even if that thing has happened in an online space.</p>

Age-related Learning Opportunities for Maths C2	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <p><b>Number</b></p>	<p><b>Early Number</b></p> <p>Children can identify, describe, extend and invent patterns using concrete resources and</p>

- To explore, describe and explain patterns and non-patterns, both concrete and numerical
- To explore the number system beyond 1000, counting in 1s, 10s, 100s and 1000s
- To practise reading and writing numbers to 100 in Arabic form, including identifying the value of a numeral depending on place
- To practice addition and subtraction bonds to 20
- To explore and practice the four operations of number with numbers up to 100
- To explore the impact of place value on partitioning, adding and subtracting numbers
- To practise times tables in a range of ways
- To group and share objects and quantities in both concrete and abstract ways, exploring the familiar language of halves, quarters and thirds, and explaining and recording their thinking,
- To practise translating simple, single-step problems from words and pictures into mathematical equations (number sentences) and vice versa, exploring abstraction
- To discuss their thinking and methods with the teacher and their peers.

### **Shape, Space and Measure**

- To practise mirroring forms made of straight lines and/or curves in both the horizontal and vertical axes, including the figure of eight, or lemniscate
- To practise transforming straight line forms into curved and vice-versa
- To extend continuous patterns and sequences of shape
- To explore the visualisation of multiplication as pattern
- To use simple positional and directional language, including horizontal/vertical/diagonal, and

numbers and can demonstrate their understanding of the difference between odd and even numbers. They count beyond 1000 in 1s, 10s, 100s and 1000s, reading and writing Arabic numerals to 100 and identifying the value of a numeral depending on its place, including understanding this value in terms of tens and ones. Children have fluency with number bonds to 20 and can recite several of the more regular times-tables (e.g. 2s, 3s, 5s, 10s). They can calculate missing digits in simple equations with numbers to 100, working across 10s boundaries and using all four operations. Children can group and share objects and quantities, representing their thinking with concrete resources, pictures and numerals. They can extract the essential mathematical information from simple word and picture problems, solving the problem, explaining the calculation in their own words and recording their thinking numerically. They can do simple calculations with money, including calculating change.

### **Early Shape, Space and Measure**

Children can draw reflections of forms made of straight lines and/or curves in both the horizontal and vertical axes, and can transform forms made of straight lines into those made of curves, and vice versa. Given the beginning of a pattern or sequence of shapes, they can extend this accurately. Children can describe aspects of their work using positional and directional language. During practical and craft activities, they measure lengths, heights, weights and capacities in useful and relatively accurate ways, using informal and/or non-standard measures. Children can recognise all coins and notes, can exchange equivalent amounts in different denominations, can count out a total amount using a mixture of denominations. They can compare durations of time using appropriate everyday language, e.g. minutes vs hours vs days, and can recognise the hours, half past and quarter past.

<p>half/quarter turn</p> <ul style="list-style-type: none"> <li>• To measure lengths, heights, weights, capacities in informal and/or non-standard ways during practical activities, e.g. cups, strides, knitting stitches</li> <li>• To handle real coins and notes</li> <li>• To explore the everyday language of the measurement of time—minutes, hours, days, months, years; and to tell the time to the hour, half hour and quarter.</li> </ul>	
--	--

<b>Age-related Learning Opportunities for Science and Technology Class 1-5 C2</b>	<b>Relevant Learning Descriptors</b>
<p>Children should have the opportunity:</p> <p><b>Tool Use</b></p> <ul style="list-style-type: none"> <li>• To learn simple knife skills and safety (TE)</li> <li>• To learn how to use and care for tools used in crafting activities (TE)</li> </ul> <p><b>Living Things and Habitats</b></p> <ul style="list-style-type: none"> <li>• To explore the local natural environment with purpose (EE, DE)</li> <li>• To observe aspects of and changes in the environment through having their attention drawn to, for example birds, animals, plants, trees, fungi, weather etc (EE, DE, N, O)</li> <li>• To notice less tangible phenomena, e.g. footprints, scat, shadows etc, and talk about their causes (O, DA, IN, IV, UC)</li> <li>• To recall and describe their experiences and observations orally, recording these through writing and pictures/paintings (DA, IN, RRP)</li> <li>• To explore vocabulary around parts of their own body and their senses (DA, IN)</li> </ul> <p><b>Energy and Forces</b></p> <ul style="list-style-type: none"> <li>• To explore how to build and light a fire safely, and use it for cooking and warmth (DE, TE)</li> <li>• To explore forces in a practical way through lifting, pushing, pulling, and</li> </ul>	<p><b>Early Tool Use</b> Children can use a knife to carry out simple tasks safely and effectively, talking about the risks and how to manage them. They listen carefully to and follow instructions about how to use new tools, and take part in ensuring that equipment is well cared for.</p> <p><b>Early Living Things and Habitats</b> Children can identify, name and describe a variety of common plants, animals and birds in the local environment, as well as talking about the causes of some of the things they observe (e.g. footprints, shadows etc). They can talk about and record what they have observed and experienced.</p> <p><b>Early Energy and Forces</b> Children can collect the material needed to build and light a fire, talk about fire safety, and demonstrate it in practice. They understand how the fire can be used to cook food and keep themselves and others warm. Children can demonstrate their practical understanding of forces through the use of their bodies and tools, applying pushes and pulls and talking about the level of force needed.</p> <p><b>Early Materials</b> With support, children can make some useful objects from local natural materials, for example cord from nettles, or a basic shelter from branches and brackens.</p> <p><b>Early History and Culture</b></p>

<p>using tools to multiply force (DE, EE)</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>To explore the creation of useful objects from local found materials (EE, PS)</li> </ul> <p><b>History and Culture</b></p> <ul style="list-style-type: none"> <li>To discover how some everyday objects can be made from local natural materials (EE, PS)</li> <li>To discover how food can be prepared with primitive technology (PS, TE)</li> </ul>	<p>Children can talk about how, historically, fire would have been used to cook food. They can describe the advantages and disadvantages of basic shelters, and recognise the amount of work needed to create useful buildings, objects and artefacts.</p>
--	--

Age-related Learning Opportunities for Modern Foreign Languages (All) C2	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>To learn how to talk about everyday things, using classroom situations and familiar activities.</li> <li>To take part in dialogues and puppet plays</li> <li>To sing simple songs and recite verses and poems</li> <li>To listen to stories and folk tales</li> <li>To experience different sentence forms, e.g. questions, statements, commands, comments</li> </ul>	<p><b>Early Fluency</b></p> <p>Children can take part in short dialogues in familiar situations, e.g. buying fruit and vegetables, asking for an item of clothing. They can follow a simple story or puppet play, respond to questions, statement and requests, and apply some simple grammatical structures (e.g. a negative). Children can name most things in the familiar environment, including, for example, the days of the week/months of the year, family members and relationships, most classroom objects, animal names and actions, daily routine activities, counting to e.g. 50.</p>

Age-related Learning Opportunities for Geography C2	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>To have practical, physical experiences of exploring the wider local area on foot.</li> <li>To learn additional simple geographical terms for and names of local physical and human features</li> <li>To draw and write about their experiences of the local environment.</li> <li>To have practical experiences of the</li> </ul>	<p><b>Early Geography: Place</b></p> <p>Children can compare and contrast several places that are important to them, e.g. school and home, holidays, families and visits. They can show that they know the difference between, for example, public and private land by talking about where they can and can't go.</p> <p><b>Early Geography: Space</b></p> <p>Children discuss, compare and contrast elements of the wider local environment.</p>

<p>changing seasons.</p>	<p>They explain the boundaries of the spaces they live and play in. Children draw pictures and/or write about what they have seen and experienced, using the geographical term for and name of some local features, e.g. local river, town, street name, and talking about comparative sizes (e.g. stream/river, village/town/city etc).</p> <p><b>Early Geography: Time</b></p> <p>Children talk about the changing seasons, the weather and the effect on the local environment in some detail. They make some connections between sun, warmth, light and dark, day and night, the seasons and months of the year.</p>
--------------------------	--