THE WHITEGATE END CURRICULUM

Know where we've been.
Know where we are.
Know where we're going.

A staff guide to curriculum progression and sequence

BELONG • SAFE • THRIVE

KNOW MORE • REMEMBER MORE • DO MORE

CONTENTS

THE WHITEGATE END CURRICULUM

Know where we've been. Know where we are. Know where we're going.

PART 1	UNDERSTANDING OUR CURRICULUM	1–8
PART 2	ENGLISH	9–32
PART 3	MATHEMATICS	33–44
PART 4	SCIENCE	45–57
PART 5	HISTORY	58–66
PART 6	GEOGRAPHY	67–75
PART 7	MUSIC	76–82
PART 8	PHYSICAL EDUCATION	83–89
PART 9	ART	90–95
PART 10	DESIGN & TECHNOLOGY	96–101
PART 11	PSHE & PERSONAL DEVELOPMENT	102–107
PART 12	MODERN FOREIGN LANGUAGES	108–113
PART 13	COMPUTING	114–121
PART 14	RELIGIOUS EDUCATION	122–129

> A broad and ambitious curriculum for a brighter future.

WHY THIS BOOKLET EXISTS

The Whitegate End Curriculum is **a guide for every member of staff.**

It sets out the learning journeys our children experience from Early Years to Year 6.

It helps us ensure that our curriculum is coherent, ambitious and delivered consistently, so every child **knows more, remembers more** and **does more.**

THIS BOOKLET WILL HELP YOU TO...

WHAT?

Understand what we are teaching and how it builds over time.

WHY?

Know why each stage of learning has been carefully sequenced and prioritised.

BEFORE?

Identify the knowledge and skills children should already know.

NEXT?

See how today's learning prepares children for what comes next.

Our curriculum brings together knowledge, skills and experiences to prepare our children for life.

It is a journey we take together, with every teacher playing a vital part.

When we know the journey, we can guide every child to **belong, be safe and thrive.**

OUR CURRICULUM

Our curriculum is built around our vision and values.

We want every child at Whitegate End to **belong**, feel **safe** and **thrive** – in school and in life.

We create rich learning experiences that develop knowledge, skills and character, helping children become confident, compassionate and capable learners.

We **prepare** children **for life**, not simply the next stage of education.

OUR VISION IN ACTION

BELONG

Everyone is valued.
Everyone has a place.
Everyone contributes.

SAFE

We create a nurturing environment where children feel secure and confident.

THRIVE

We challenge minds, build character and celebrate success.

Through outstanding teaching and strong relationships, we ensure every child:

- **KNOWS MORE** – building knowledge and understanding
- **REMEMBERS MORE** – connecting learning over time
- **DOES MORE** – applying skills with confidence

KNOW MORE REMEMBER MORE DO MORE

These three ideas sit at the heart of everything we do. They shape our curriculum, our teaching and our expectations for every child at Whitegate End.

KNOW MORE

We build knowledge from the start. We introduce new ideas, develop understanding and connect learning so children know more over time.

Powerful subject knowledge opens doors and creates curious minds.

REMEMBER MORE

We help children to remember what matters. We revisit, practise and reinforce key learning so knowledge is secure in the long term.

Remembering more makes learning stronger and builds confidence to take on more.

DO MORE

We give children the opportunity to apply what they know. We encourage them to be independent, creative and ready for life.

Doing more helps children to solve problems, think deeply and make a positive difference.

Together, these three ideas ensure that every child at Whitegate End:
KNOWS MORE • REMEMBERS MORE • DOES MORE
– every day.

> 'The goal is not to finish the curriculum, the goal is to build powerful learners.'

HOW WE TEACH THE CURRICULUM

Our teaching brings the curriculum to life.

We follow a clear four-part model in every lesson that builds knowledge, deepens understanding and develops independence.

ACTIVATE → BUILD → USE → REVIEW

This cycle helps every child:

FEEL READY
We spark curiosity and connect to what children already know.

BUILD CONFIDENCE
We introduce new learning, modelling, explaining and guiding practice.

USE IN CONTEXT
We give children the chance to apply and embed their learning.

REVIEW & REFLECT
We revisit key learning, celebrate success and look to the next step.

Great teaching is not about the activity, it is about the thinking. By following this cycle, we help children **know more**, **remember more** and **do more** with confidence.

THE SEVEN-YEAR JOURNEY

Our curriculum is a carefully planned seven-year journey, building knowledge, skills and character year by year.

Every year builds on what has come before and prepares for what comes next.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FOUNDATION	**BEGINNING**	**GROWING**	**EXPANDING**	**DEVELOPING**	**EMBEDDING**	**PREPARING**
Curiosity, exploration and building secure foundations.	Developing confidence, skills and a love of learning.	Building understanding and making connections.	Deepening knowledge and broadening experiences.	Applying skills with greater independence and purpose.	Thinking critically and solving real problems.	Ready for the future with confidence, character and ambition.

EVERY TEACHER TEACHES PART OF ONE CURRICULUM JOURNEY.

When we work together, our children experience a coherent, connected and ambitious curriculum from their very first day to their very last.

> Every lesson. Every subject. Every experience.
> **All moving our children forward on their journey.**
> Together, we help them **belong, be safe** and **thrive**.

OUR CURRICULUM AT A GLANCE

Major progression stories across Whitegate End

Every subject has its own progression story. Together, they form one coherent seven-year journey.

READING
Phonics → Decoding → Fluency → Comprehension → Independence

WRITING
Purpose → Model → Build → Draft → Edit → Publish

SPELLING
Hear → Understand → Build → Apply → Remember

HANDWRITING
Strength → Control → Formation → Fluency → Automaticity

MATHEMATICS
Represent → Understand → Fluency → Reason → Apply

SCIENCE
Observe → Question → Investigate → Explain → Evaluate

HISTORY
Family → Living Memory → Locality → Britain → Civilisations

GEOGRAPHY
Home → School → Town → City → Country → Continent → World

MUSIC
Listen → Sing → Play → Improvise → Compose → Perform → Appraise

PE
Move → Control → Apply → Compete → Evaluate

ART
Explore → Create → Refine → Respond

DESIGN & TECHNOLOGY
Design → Make → Evaluate

PSHE & PERSONAL DEVELOPMENT
Social Life → Inner Life → Online Life → Strong Life → Responsible Life → Growing Life

SPANISH
Phonics → Vocabulary → Grammar → Communication

COMPUTING
Think → Create → Solve → Evaluate → Use Responsibly

RELIGIOUS EDUCATION
Encounter → Enquire → Understand → Think → Reflect → Respond

> **A broad and balanced curriculum, building knowledge, skills and character for a brighter future.**

ENGLISH

BECOMING CONFIDENT COMMUNICATORS

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

ENGLISH

AT WHITEGATE END

At Whitegate End, we believe that English is the key to opportunity.

Through high quality teaching, a rich and inspiring curriculum and a culture that values communication, we enable every child to become a confident, fluent and articulate communicator.

Our curriculum develops the essential skills of language, enabling children to read widely, write with purpose, spell with confidence, transcribe accurately and speak and listen effectively.

> *"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*
>
> – Dr. Seuss

OUR SIX ESSENTIAL SKILLS

READ	We read widely and deeply, developing comprehension, knowledge and empathy.
WRITE	We write with purpose, clarity and creativity for a range of audiences and real-life contexts.
SPELL	We spell accurately, using our knowledge of patterns, rules and morphology to communicate clearly.
TRANSCRIBE	We form letters correctly and transcribe ideas with fluency and accuracy.
SPEAK & LISTEN	We speak confidently and listen attentively, building understanding, relationships and respect.

> *"Words have power. They can inspire, they can heal, they can ignite change. At Whitegate End, we give every child the power to find their voice and use it."*

THE READING JOURNEY

FROM FIRST WORDS TO LIFELONG READERS

Reading is at the heart of everything we do at Whitegate End. It unlocks knowledge, opens doors to new experiences and empowers children to succeed in all areas of life.

Our Reading Journey ensures that every child develops the skills, confidence and love of reading they need to thrive – now and in the future.

BEGIN
EYFS
Building a love of stories, developing language and early phonics skills.

GROW
YEAR 1 & 2
Learning to decode confidently, reading with fluency and enjoying a wide range of texts.

EXPLORE
YEAR 3 & 4
Deepening understanding, expanding vocabulary and exploring different genres and authors.

DISCOVER
YEAR 5 & 6
Reading with insight, evaluating texts critically and applying knowledge across the curriculum.

EMPOWER
BEYOND WGE
Confident, curious and lifelong readers ready to take on the world.

> *The best adventures begin with a good book.*
>
> – Unknown

OUR READING PROMISE

EVERY CHILD
We ensure every child becomes a confident reader, whatever their starting point.

EVERY DAY
Reading happens every day in every class through high quality teaching and meaningful practice.

EVERY TEXT
We expose children to a rich and diverse range of texts that mirror the world and broaden horizons.

EVERY VOICE
We value discussion, questioning and oracy, helping children to share their ideas and listen to others.

EVERY FUTURE
We give children the reading skills and confidence to thrive in their future.

DID YOU KNOW?

Reading for just 10 minutes a day exposes children to around **1.8 million words** a year.

Books open minds, broaden horizons and build futures.

HOW YOU CAN HELP AT HOME

READ TOGETHER
Share books, stories and magazines. Make it a daily routine.

TALK ABOUT TEXTS
Ask questions, make predictions and discuss characters and events.

CREATE A READING SPACE
A quiet, comfy space makes reading more inviting.

BE A ROLE MODEL
Let your child see you reading and enjoying books.

CELEBRATE PROGRESS
Praise effort and achievement – every step counts!

> *Today a reader, tomorrow a leader.*
>
> – Margaret Fuller

EARLY READING & PHONICS

BUILDING STRONG FOUNDATIONS

We believe every child can learn to read. Our systematic, synthetic phonics approach ensures children develop secure knowledge of sounds and letters, so they can read words, sentences and books with confidence.

We follow a consistent teaching sequence that revisits, practises and builds knowledge step by step, so that every child keeps up and no one is left behind.

> *The foundation of every success story is the ability to read.*
>
> – Unknown

READING STARTS HERE

Strong phonics skills open the door to confident reading and a lifelong love of books.

OUR PHONICS JOURNEY

1. HEAR
We listen carefully to sounds around us and in words.

2. IDENTIFY
We identify and say the sounds in words.

3. LINK
We link sounds to letters and learn to blend.

4. READ
We read words, sentences and simple books.

5. GROW
We become fluent readers with growing confidence.

OUR PHONICS PRINCIPLES

CONSISTENT
We follow a clear sequence every lesson so children know what to expect.

CUMULATIVE
We build on prior learning, revisiting sounds and knowledge regularly.

SUPPORTIVE
We spot gaps quickly and provide extra support to help every child catch up and keep up.

PRACTICAL
We use practical, engaging activities to make phonics active, fun and memorable.

MEANINGFUL
We apply phonics in real reading and writing so children see its purpose every day.

HOW WE TEACH PHONICS

REVISIT
We revisit previous learning to keep it fresh in children's memories.

TEACH
We introduce new sounds and teach how to read and write them.

PRACTISE
We practise reading and spelling through engaging and interactive activities.

APPLY
We apply our learning in reading books and writing opportunities.

REVIEW
We review and assess to ensure secure understanding and progress.

> *Phonics is the key that unlocks the door to reading. Once opened, a world of possibilities awaits.*
>
> – Unknown

FLUENCY

THE BRIDGE TO UNDERSTANDING

Fluent readers can read accurately, at the right pace and with expression. This allows them to focus on understanding what they read.

At Whitegate End, we prioritise fluency so that children can unlock the meaning in texts and deepen their knowledge across the curriculum.

> *Fluency is not just about speed; it's about accuracy, automaticity and expression.*
>
> – Timothy Rasinski

FLUENCY BUILDS CONFIDENCE

Confident readers are more likely to enjoy reading, read more often and achieve more.

EVERY MINUTE MATTERS

Daily reading practice makes a lasting difference.

THE PILLARS OF FLUENCY

ACCURACY

Reading words correctly and recognising them automatically.

EXAMPLE
Recognising 'because' without hesitation.

AUTOMATICITY

Reading words effortlessly, so cognitive energy is free for understanding.

EXAMPLE
Reading familiar words quickly and smoothly.

EXPRESSION

Reading with appropriate pace, intonation and expression.

EXAMPLE
Changing your voice for a character.

HOW WE DEVELOP FLUENCY

MODELLING
Adults read aloud with expression to demonstrate fluent reading.

REPEATED PRACTICE
Children read texts multiple times to build accuracy, speed and confidence.

PARTNER READING
Children read with a partner, supporting each other and celebrating success.

PROGRESSIVE TEXTS
We provide texts that are carefully matched to children's growing ability.

FEEDBACK
We give timely, specific feedback to help children improve.

FLUENCY IS THE BRIDGE

When children read fluently, they can cross the bridge from decoding to understanding, from learning to thinking, and from good readers to lifelong readers.

READING IN KS2

DEEPENING SKILLS, BROADENING HORIZONS

In KS2, we build on the strong foundations from KS1 to develop independent, critical and enthusiastic readers.

Children read a wide range of high-quality texts, learning to analyse language, evaluate ideas and make connections within and across texts.

> *A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one.*
>
> – George R.R. Martin

READING BUILDS POSSIBILITIES

Confident readers access learning across the curriculum and open doors to the world.

WHAT WE FOCUS ON

UNDERSTAND
Retrieve, infer, predict and summarise information with confidence.

ANALYSE
Explore language, structure and presentation to deepen meaning and effect.

EVALUATE
Consider author intent, themes and viewpoints, supported by evidence.

MAKE CONNECTIONS
Link ideas within texts, across texts and to their own experiences and the wider world.

READ INDEPENDENTLY
Choose texts, read for purpose and develop stamina and enjoyment.

WIDE READING, WIDER WORLDS

Exposure to a range of texts helps children understand the world and their place in it.

A RICH AND DIVERSE DIET

We expose children to a wide range of texts to build knowledge, empathy and curiosity.

- FICTION
- NON-FICTION
- NEWSPAPERS & ARTICLES
- POETRY
- PLAYS & SCRIPT
- TEXTS FROM OTHER CULTURES & TRADITIONS

READING EVERY DAY

Daily timetabled reading lessons are at the heart of our curriculum, supported by opportunities throughout the school day.

- **DAILY READING LESSONS** – Dedicated time to explore and learn.
- **CLASS READS** – Sharing high-quality texts together.
- **INDIVIDUAL READING** – Time to read and respond independently.
- **READING ACROSS THE CURRICULUM** – Using texts to learn in all subjects.
- **HOME READING** – Partnership with families to build a reading culture.

DID YOU KNOW?
Children who read regularly and widely achieve more across all areas of learning and develop stronger empathy and wellbeing.

> *Reading is to the mind what exercise is to the body.*
>
> – Sir Richard Steele

READING: BEFORE → NOW → NEXT

BUILDING ON WHAT CAME BEFORE, PREPARING FOR WHAT'S NEXT

Our reading curriculum is a carefully planned journey. Children build on prior learning at each stage, deepen their understanding in the present, and are prepared for the opportunities and challenges ahead.

BEFORE
Building the foundations

Children develop early language, phonics and comprehension skills. They learn to decode words, read simple texts and begin to understand stories and information.

KEY FOCUS

- Early language and vocabulary
- Phonics and decoding
- Understanding simple texts
- Love of stories and books

NOW
Deepening understanding

Children read with growing fluency, confidence and expression. They explore a wide range of texts, develop comprehension strategies and begin to think critically about what they read.

KEY FOCUS

- Fluency, accuracy and expression
- Comprehension and inference
- Vocabulary and knowledge
- Critical thinking and evaluation

NEXT
Reading for life and learning

Children become independent, discerning readers. They use reading to learn, to explore new ideas and to shape their futures as confident, curious individuals.

KEY FOCUS

- Independent, purposeful reading
- Evaluating and synthesising ideas
- Reading widely and deeply
- Lifelong learning and curiosity

THE SKILLS WE BUILD AT EVERY STAGE

DECODING
Recognising letters and sounds to read words accurately.

COMPREHENSION
Understanding meaning, ideas and messages within texts.

VOCABULARY
Learning and using new words to express ideas and understand more.

INFERENCE
Reading between the lines to make predictions and draw conclusions.

ANALYSIS
Exploring structure, language and author choices critically.

ENGAGEMENT
Connecting with texts and finding enjoyment and purpose in reading.

WHAT THIS LOOKS LIKE AT WHITEGATE END

SEQUENCED LEARNING	Learning builds logically from EYFS through to Year 6, ensuring children progress in a clear and connected way.
HIGH-QUALITY TEXTS	A rich and diverse range of texts inspires curiosity and broadens children's knowledge of the world.
SKILLED TEACHING	Expert teaching models, supports and challenges readers at every step of their journey.
READING BEYOND THE CLASSROOM	We create a reading culture across school and at home, so every child has the chance to thrive.
PREPARING FOR LIFE	We equip children with the reading skills and habits they need to succeed in their education and beyond.

> *Today a reader, tomorrow a leader.*
> – Margaret Fuller

READING BEFORE, NOW & NEXT

A clear journey that builds knowledge, confidence and a lifelong love of reading.

> The more that you read, the more things you will know. The more that you learn, the more places you'll go.
> – Dr. Seuss

OUR TEXT JOURNEY

INSPIRING READING, ENRICHING WRITING.

At Whitegate End, we carefully select high-quality texts that engage, challenge and inspire our children. Stories, non-fiction and poetry open doors to new worlds, build knowledge and provide rich opportunities for discussion and writing.

OUR TEXT JOURNEY

Powerful texts spark curiosity, build knowledge and inspire confident communicators.

> *Books are a uniquely portable magic.*
> – Stephen King

TEXTS AT THE HEART OF OUR CURRICULUM

ENGAGE
Captivating texts spark curiosity and a love of reading in every child.

ENRICH
Texts build knowledge, vocabulary and understanding of the world.

DISCUSS
Texts promote thoughtful discussion, questioning and critical thinking.

WRITE
Texts provide inspiration and models for confident and creative writing.

CONNECT
Texts help children make connections across subjects, ideas and lives.

OUR TEXT SELECTION

✓ HIGH QUALITY	We choose texts with rich language, strong themes and lasting value.
✓ DIVERSE	Our selection reflects a wide range of cultures, experiences and perspectives.
✓ CHALLENGING	We include texts that stretch thinking and develop resilience.
✓ RELEVANT	Texts connect with our curriculum, our values and our children's lives.
✓ INSPIRING	We choose texts that stay with children and inspire them to write.

FROM READING TO WRITING

Great writing starts with great reading. Through our text journey, children:

Read with enjoyment → Explore ideas → Discuss and think deeply → Gather inspiration → Write with confidence

> *The more you read, the more things you will know.*
> *The more that you learn, the more places you'll go.*
> – Dr. Seuss

READING BEYOND THE LESSON

CREATING A CULTURE WHERE READING THRIVES

Reading doesn't stop when a lesson ends. It happens every day, in many ways, across our school. These opportunities help children grow as confident, curious and independent readers.

READING HAPPENS EVERY DAY IN MANY WAYS

WEEKLY LIBRARY VISITS AND FREE BOOK CHOICE

Every class visits the library every week.

- Children take home a reading for pleasure book that they have chosen themselves.
- This encourages a love of reading and exposes children to a wide range of authors, genres and topics.

DAILY CLASS READING AND MODELLED READING

Every day, teachers read aloud to their class.

- High-quality texts are shared, discussed and enjoyed together.
- Teachers model fluent reading, expression and a love of stories.
- These texts often link to our curriculum topics and wider learning.

INDIVIDUAL READING

Children have regular opportunities for independent reading.

- Time is built into the day for children to read their school reading book.
- Teachers listen to and support children as they develop fluency and confidence.
- Reading books are carefully matched to each child's needs.

READING ACROSS THE CURRICULUM

Reading is at the heart of everything we learn.

- Children read in all subjects, not just in English lessons.
- They explore information texts, instructions, poetry, scripts and more.
- This builds vocabulary, knowledge and a deeper understanding of the world.

HOME READING

Reading at home makes a huge difference.

- Children are encouraged to read at home regularly and share what they are reading.
- Families are partners in our reading journey.
- Together, we help every child become a lifelong reader.

> *The whole world opened to me when I learned to read.*
>
> – Mary McLeod Bethune

READING BEYOND THE LESSON

Reading is part of everyday life at Whitegate End. We create many moments for children to read, enjoy and talk about books.

> *There is more treasure in books than in all the pirate's loot on Treasure Island.*
>
> – Walt Disney

THE WHITEGATE END WRITING PROCESS

A CLEAR JOURNEY FROM IDEA TO IMPACT

Great writing is taught through a clear process that builds skills, knowledge and confidence. At Whitegate End, we support children every step of the way.

RAFT
Read and authentic text with a real purpose.

WAGOLL
Explore exemplars of high quality.

BUILD
Build knowledge, skills and understanding.

DRAFT
Plan and write the first version.

EDIT
Check, correct and improve together.

PUBLISH
Share, celebrate and take pride in our work.

HOW WE TEACH WRITING

I DO
Teacher models and thinks aloud.

WE DO
We write together, share ideas and practise skills.

YOU DO
You write independently with confidence.

OUR WRITING FRAMEWORK

ACTIVATE
Activate prior knowledge and spark ideas.

BUILD
Build knowledge, skills and vocabulary.

USE
Use in meaningful writing.

REVIEW
Review and reflect on progress.

> *Good writing is clear thinking made visible.*
> – Anonymous

WORDS HAVE POWER. WRITING GIVES US A VOICE.

We teach writers, not just writing.

WRITING FOR PURPOSE AND AUDIENCE

MEANINGFUL WRITING CREATES IMPACT

When children write for a purpose and an audience, their words have meaning. They make choices, think carefully and take pride in their writing.

REAL PURPOSE. REAL AUDIENCE. REAL IMPACT.

When children write for a real reason and a real audience, their writing becomes meaningful, purposeful and powerful.

R REASON
A AUDIENCE
F FEATURES
T TONE

WHAT IS RAFT?

RAFT helps children understand the context for their writing by thinking about four key things:

Reason – Why am I writing?
Audience – Who am I writing for?
Features – What will I include?
Tone – How will I say it?

Using RAFT gives children a clear direction. It helps them make decisions about what to say, how to say it and how to make an impact.

REASON

Every piece of writing has a reason. A clear purpose gives writing meaning and helps the writer stay focused on their message.

AUDIENCE

Knowing who we are writing for helps us make choices about language, detail and tone so our writing connects with the reader.

FEATURES

Different purposes need different features. Choosing the right structure, language and presentation makes writing effective.

TONE

The tone is how our writing sounds. It shows our attitude and helps our audience understand how we feel about what we are writing.

WHY AUTHENTIC PURPOSE AND AUDIENCE MATTER

INCREASES MOTIVATION	Children are more engaged when they know their writing has a real purpose and will reach a real audience.
IMPROVES CHOICES	Writers make better choices about vocabulary, structure and ideas when they know who they are writing for.
DEEPENS IMPACT	Writing becomes more powerful and memorable when it is tailored to its audience and purpose.
BUILDS PRIDE	Children take pride in their work and feel a sense of achievement when it makes a difference.

> *The purpose of writing is to generate more writing. People write for impact, for connection and for change.*
>
> – Ralph Fletcher

WRITING PURPOSES

DIFFERENT PURPOSES. DIFFERENT IMPACT.

Writers choose a purpose to shape what they write. Purpose guides our ideas, structure, language and tone. Our writing at Whitegate End helps us inform, entertain, persuade and discuss.

WORDS HAVE POWER. WRITING GIVES US A VOICE.

We write for many reasons. Understanding purpose helps children make stronger choices and create greater impact.

TO ENTERTAIN

We write to engage readers, spark their imagination and evoke emotion.

Examples include:

- Stories
- Poems
- Plays
- Descriptions
- Recounts
- Diaries

TO INFORM

We write to share knowledge, explain and help readers understand.

Examples include:

- Reports
- Explanations
- Instructions
- Non-chronological reports
- Biographies

TO PERSUADE

We write to convince readers to think, feel or act in a particular way.

Examples include:

- Persuasive texts
- Letters
- Advertisements
- Campaigns
- Speeches

TO DISCUSS

We write to explore ideas, consider different viewpoints and reach conclusions.

Examples include:

- Discussions
- Balanced arguments
- Debates
- Reviews
- Newspapers and articles

WHY PURPOSE MATTERS

CLARITY
A clear purpose helps writers stay focused on their message.

CHOICE
Purpose shapes the choices we make about content, structure and language.

CONNECTION
Writing becomes more engaging when it connects with the right audience.

IMPACT
Purposeful writing is more powerful, memorable and likely to achieve its aim.

PROGRESS
Understanding purpose helps us become more confident and independent writers.

> *The meaning of a word, of a sentence, of a story, is in the writer, not in the writing.*
>
> – Ursula K. Le Guin

GRAMMAR & PUNCTUATION PROGRESSION

BUILDING ACCURACY. BUILDING CONFIDENCE.

Our grammar and punctuation curriculum builds secure foundations and develops accuracy, fluency and confidence year on year.

ACCURACY IN LANGUAGE LEADS TO CLARITY IN THOUGHT.

Grammar helps us express ideas clearly. Punctuation helps others understand us.

FOCUS AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
WORD CLASSES	Naming words for people, places and things.	Nouns, adjectives, verbs and simple conjunctions.	Expanded noun phrases; verbs, adjectives and adverbs.	Prepositions; pronouns; fronted adverbials.	Modal verbs and adverbs; relative pronouns.	Expanded range of word classes used precisely.	Purposeful and varied use of word classes for impact.
SENTENCE STRUCTURE	Joining words and simple sentences.	Simple sentences with joining words.	Subordination (when, if, that, because) and coordination.	Complex sentences using a wider range of subordinators.	Vary sentence length and structure for effect.	Use a range of structures confidently and appropriately.	Sophisticated sentences for clarity, cohesion and effect.
VERB TENSES	Using past, present and future in talk.	Past and present tense correctly.	Past, present and future tense; progressive form.	Perfect form of verbs; present perfect.	Past perfect; consistent tense choices.	Range of tenses for precision and effect.	Secure and confident control of tense.
PUNCTUATION	Finger spaces, full stops and capital letters.	Capital letters, full stops, question marks and exclamation marks.	Commas in lists; apostrophes for contraction and singular possession.	Inverted commas for direct speech; apostrophes for possession.	Commas after fronted adverbials; commas in sentences.	Brackets, dashes and semi-colons.	Colons, semi-colons and dashes for clarity and impact.
SPELLING & VOCABULARY	Hearing sounds and building vocabulary.	Phonics sounds; common exception words.	Spelling patterns and rules; new vocabulary in context.	Prefix and suffix use; spelling rules and patterns.	Wider range of prefixes and suffixes; vocabulary choices.	Apply spelling rules consistently; technical vocabulary.	Independent spelling strategies; precise vocabulary.
COHESION	Using 'and', 'because' and 'so'.	Using and, but, because, so.	Using a range of connectives to link ideas.	Fronted adverbials and subordinating conjunctions.	Paragraphs to organise ideas coherently.	Cohesive devices for clarity and flow.	Cohesion used confidently and purposefully.

BY YEAR 6, CHILDREN CAN:

- Use a wide range of grammar accurately and for effect.
- Punctuate with confidence to clarify meaning.
- Spell accurately using a range of strategies.
- Adapt their language to suit purpose and audience.

NARRATIVE PROGRESSION

FROM RETELLING TO PURPOSEFUL, CONTROLLED STORYTELLING

Children build narrative writing skills step by step – developing structure, description, viewpoint and control so that stories have impact.

RETELL → DESCRIBE → DEVELOP → FLASHBACK → PERSPECTIVE → DIALOGUE & CONTROL

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Listen to and retell stories using props, pictures, puppets and drama • Use story language • Think, say and write in simple complete sentences • Begin early story structure and oral rehearsal	• Simple narratives and retellings • First or third person • Past tense • Events sequenced so the story makes sense • Typical characters, settings and events • Simple story language	• Narrative retell and short story sections • First or third person, past tense • Events sequenced logically • Characters and settings become more developed • Language choices begin to create realistic-sounding narratives • Expanded noun phrases and a wider range of conjunctions	• Character and setting description becomes stronger • Stories are more developed and organised • Paragraphing begins to shape sections of narrative • Dialogue may be introduced or developed • Vocabulary choices become more deliberate	• Detailed narrative development • Past or present tense used appropriately • Dialogue further developed • Descriptions use adverbials • Fronted adverbials, full speech punctuation and paragraph organisation • Characters and events are more detailed	• Narrative can include flashbacks or non-sequential elements • Character and setting described with precision • Dialogue develops character and plot • Greater cohesion across the piece • Relative clauses, parenthesis, modals/ adverbs and more controlled vocabulary	• Purposeful narratives written for audience and purpose • Vivid and atmospheric description • Flashbacks, shifts in perspective or time • Dialogue and structure used deliberately for effect • Sophisticated cohesion across paragraphs • Colons, semi-colons, ellipses and precise vocabulary

A JOURNEY THAT BUILDS SKILLS AND CONFIDENCE YEAR ON YEAR.

We develop confident storytellers who entertain, engage and inspire through purposeful narrative writing.

BY YEAR 6, CHILDREN CAN:

- craft purposeful narratives with control
- vary structure, viewpoint and language for effect
- edit and refine writing to strengthen impact

Children revisit narrative writing across the curriculum journey so independence and sophistication grow over time.

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

NON-FICTION PROGRESSION

INFORMING, EXPLAINING, PERSUADING

Children develop independence and control across a wide range of non-fiction text types.

TEXT TYPE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
RECOUNTS	Retell events in order and share personal experiences.	Recount simple events in time order.	Recount events clearly with who, what, where, when.	Organise information in paragraphs and include detail.	Use a range of ways to organise information and add specific detail.	Include views and feelings; use precise detail and time linkers.	Write engaging recounts with reflection and purposeful structure.
INSTRUCTIONS	Follow and give simple instructions.	Write simple step-by-step instructions.	Use clear order and bossy verbs.	Include lists of equipment and helpful diagrams.	Use precise language and organise steps clearly.	Adapt instructions for different audiences.	Write detailed instructions with precision and clarity.
REPORTS	Label and talk about things.	Write simple facts about a topic.	Include facts and key information.	Use headings and subheadings to organise information.	Present organised information clearly.	Use technical vocabulary and present information effectively.	Write detailed reports with sophisticated structure and sources.
EXPLANATIONS	Talk about how and why things happen.	Give simple explanations in sentences.	Explain how things work in simple terms.	Use cause and effect to explain processes.	Link ideas using time and causal connectives.	Explain in detail using examples.	Write clear, coherent explanations using precise language.
BIOGRAPHIES	Talk about people we know.	Write simple facts about a person.	Write key facts and events in their life.	Organise information into sections or paragraphs.	Explore the impact of the person and key events.	Analyse achievements and explain legacy.	Write detailed biographies with insight and evaluation.
PERSUASION	Talk about things they like.	Say what they like and why.	Give simple reasons for choices.	Use reasons to persuade others.	Use facts and emotive language to persuade.	Consider counter arguments and reply.	Write persuasive texts with impact and conviction.
DISCUSSION	Talk about different ideas.	Share simple views.	Look at two sides of an idea.	Compare opinions and explain both sides.	Use balanced arguments with reasons.	Evaluate different viewpoints critically.	Write sustained discussions with balanced conclusions.

FACTS INFORM. IDEAS INSPIRE. WORDS MAKE A DIFFERENCE.

Non-fiction skills for real-world impact.

BY YEAR 6, CHILDREN CAN:

- Write a wide range of non-fiction texts for real purposes and audiences.
- Organise ideas clearly and use structures that suit the purpose.
- Use technical vocabulary and present information with accuracy and confidence.

GRAMMAR & PUNCTUATION PROGRESSION

BUILDING ACCURACY. BUILDING CONFIDENCE.

Our grammar and punctuation curriculum builds secure foundations and develops accuracy, fluency and confidence year on year.

ACCURACY IN LANGUAGE LEADS TO CLARITY IN THOUGHT.

Grammar helps us express ideas clearly. Punctuation helps others understand us.

FOCUS AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
WORD CLASSES	Naming words for people, places and things.	Nouns, adjectives, verbs and simple conjunctions.	Expanded noun phrases; verbs, adjectives and adverbs.	Prepositions; pronouns; fronted adverbials.	Modal verbs and adverbs; relative pronouns.	Expanded range of word classes used precisely.	Purposeful and varied use of word classes for impact.
SENTENCE STRUCTURE	Joining words and simple sentences.	Simple sentences with joining words.	Subordination (when, if, that, because) and coordination.	Complex sentences using a wider range of subordinators.	Vary sentence length and structure for effect.	Use a range of structures confidently and appropriately.	Sophisticated sentences for clarity, cohesion and effect.
VERB TENSES	Using past, present and future in talk.	Past and present tense correctly.	Past, present and future tense; progressive form.	Perfect form of verbs; present perfect.	Past perfect; consistent tense choices.	Range of tenses for precision and effect.	Secure and confident control of tense.
PUNCTUATION	Finger spaces, full stops and capital letters.	Capital letters, full stops, question marks and exclamation marks.	Commas in lists; apostrophes for contraction and singular possession.	Inverted commas for direct speech; apostrophes for possession.	Commas after fronted adverbials; commas in sentences.	Brackets, dashes and semi-colons.	Colons, semi-colons and dashes for clarity and impact.
SPELLING & VOCABULARY	Hearing sounds and building vocabulary.	Phonics sounds; common exception words.	Spelling patterns and rules; new vocabulary in context.	Prefix and suffix use; spelling rules and patterns.	Wider range of prefixes and suffixes; vocabulary choices.	Apply spelling rules consistently; technical vocabulary.	Independent spelling strategies; precise vocabulary.
COHESION	Using 'and', 'because' and 'so'.	Using and, but, because, so.	Using a range of connectives to link ideas.	Fronted adverbials and subordinating conjunctions.	Paragraphs to organise ideas coherently.	Cohesive devices for clarity and flow.	Cohesion used confidently and purposefully.

BY YEAR 6, CHILDREN CAN:

- Use a wide range of grammar accurately and for effect.
- Punctuate with confidence to clarify meaning.
- Spell accurately using a range of strategies.
- Adapt their language to suit purpose and audience.

EDITING PROGRESSION

SMALL CHANGES. A BIG DIFFERENCE.

Editing is a vital part of the writing process. We teach children to review, edit and improve their writing, developing increasing independence over time.

CHECK	CORRECT	IMPROVE	EVALUATE	REFINE
Read and take time to look closely.	Fix errors in spelling, grammar and punctuation.	Use better vocabulary, sentence choices and structure.	Consider the impact. Is it clear? Does it achieve its purpose?	Make final changes and polish the writing.

YEAR GROUP	CHECK	CORRECT	IMPROVE	EVALUATE	REFINE
EYFS	Reread with an adult.	Recognise and fix some errors with support.	Use better words with support.	Talk about what they like about their writing.	Make simple changes with support.
Year 1	Reread to check it makes sense.	Correct capital letters, full stops and some spelling.	Choose stronger words with support.	Say if their writing is clear and complete.	Make changes with guidance.
Year 2	Read aloud to spot errors.	Correct common spelling, punctuation and grammar errors.	Use better vocabulary and simple sentence choices.	Consider if it achieves its purpose and makes sense to the reader.	Make further improvements independently with support.
Year 3	Read and check for sense, structure and consistency.	Correct a wider range of spelling, punctuation and grammar errors.	Improve vocabulary, sentence variety and coherence between ideas.	Consider the effectiveness of language, structure and purpose.	Make purposeful changes to strengthen the writing.
Year 4	Reread critically and use a checklist.	Identify and correct errors in spelling, grammar and punctuation.	Enhance vocabulary, sentence structure and organisation of ideas.	Assess the impact on the intended audience.	Refine with increasing independence and precision.
Year 5	Read with a critical eye, checking cohesion and clarity.	Correct a range of complex errors including tense and agreement.	Use ambitious vocabulary and sophisticated sentence structures.	Evaluate how well it meets the purpose and engages the reader.	Refine and polish the writing, making purposeful improvements.
Year 6	Critically review the whole piece, including structure and impact.	Accurately correct errors, including more complex grammatical features.	Improve style, vocabulary and cohesion for greater impact.	Evaluate the effectiveness of language, structure and genre conventions.	Make final, precise refinements to produce a high-quality piece.

EFFECTIVE EDITING LEADS TO:

- Clearer, more accurate writing
- Stronger vocabulary and sentence choices
- Greater impact on the reader
- Increased confidence and independence
- Pride in producing high-quality work

> *Good writing isn't written, it's rewritten.*
> – Unknown

BETTER WRITERS REFLECT, IMPROVE AND TAKE PRIDE IN THEIR WORK.

Editing helps us make our writing clear, accurate and the best it can be.

WRITING INDEPENDENCE

SUPPORT TODAY. INDEPENDENCE TOMORROW.

Our aim is to develop writers who can plan, draft, edit and improve their writing independently. We provide the right support at the right time so that children build confidence, make choices and take ownership of their work.

INDEPENDENT WRITERS THINK CRITICALLY, CHOOSE CONFIDENTLY AND EXPRESS THEIR IDEAS POWERFULLY.

Independence isn't doing it alone. It's knowing when and how to use what you know.

THE GRADUAL RELEASE OF RESPONSIBILITY

I DO
Teacher models and thinks aloud. Children learn the process and see it in action.

→

WE DO
Teacher and children work together. Shared practice builds confidence.

→

YOU DO
Children apply their learning with growing independence.

→

YOU DO IT ALONE
Children choose, adapt and refine strategies independently.

The ultimate goal: Confident, independent writers who take pride in their work.

BUILDING INDEPENDENCE THROUGH EVERY STAGE

STAGE	WHAT IT LOOKS LIKE	HOW WE SUPPORT	OVER TIME, CHILDREN...
PLAN	• Children generate ideas • Organise thoughts • Consider purpose and audience	• Provide planning frames, models and examples • Use discussion and questioning • Teach effective strategies	• Plan independently • Self-select appropriate strategies • Adapt plans as needed
DRAFT	• Write first ideas • Focus on getting thoughts down • Try out vocabulary	• Sentence starters and writing tools • Model composing • Guided practice	• Write fluent first drafts • Make independent word and sentence choices • Take risks with ideas
EDIT	• Check for meaning • Improve words and sentences • Check grammar and punctuation	• Model editing process • Checklists and success criteria • Peer discussions	• Evaluate their own writing • Make precise improvements • Use appropriate grammar and punctuation independently
IMPROVE	• Make changes for impact • Add detail • Strengthen structure	• Show examples of effective writing • Confer with children • Provide time to refine	• Strengthen writing for effect • Vary language and structure • Take ownership of quality
PUBLISH	• Present work with pride • Share appropriately • Reflect on learning	• Provide audiences and authentic purposes • Celebrate and showcase • Encourage reflection	• Select the best way to publish • Reflect on what went well and what to improve

WHAT INDEPENDENT WRITERS DO

THINK DEEPLY
They plan, reflect and make considered choices.

USE WHAT THEY KNOW
They apply strategies, tools and their knowledge.

MAKE CHOICES
They select the best vocabulary, structure and techniques.

TAKE OWNERSHIP
They care about the quality and impact of their work.

KEEP IMPROVING
They learn from feedback and aim to be even better.

SPELLING AT WHITEGATE END

STRONG SPELLING. STRONG WRITING. STRONGER FUTURES.

Spelling is more than getting letters right. It is an essential part of writing fluency and frees up our thinking so we can focus on ideas, meaning and impact.

TRANSCRIPTION AND COMPOSITION: A POWERFUL PARTNERSHIP

TRANSCRIPTION

Getting the words down.

Includes spelling, handwriting and typing.

It is the technical process of turning our thoughts into written words.

When transcription becomes more automatic, more mental energy is available for composition.

COMPOSITION

Developing and shaping ideas.

Includes planning, organising, choosing vocabulary and creating impact.

It is the creative process of communicating our ideas with purpose.

The more automatic and secure children are with spelling, the less cognitive load they experience. This means they can think more deeply, write with greater fluency and compose with confidence.

SPELLING AUTOMATICITY: WHY IT MATTERS

Spelling automaticity is when correct spellings are retrieved quickly and effortlessly.

It leads to:

- Faster writing
- Better ideas on the page
- Greater independence
- Improved stamina
- Higher quality writing

Developing spelling automaticity frees up the brain to focus on what matters most: ideas and meaning.

WHAT THIS LOOKS LIKE AT WHITEGATE END

EXPLICIT TEACHING
We teach spelling explicitly, building knowledge of patterns, rules, morphology and etymology.

INVESTIGATE
Children explore how words are spelled, where they come from and how they work.

PRACTISE
We provide deliberate practice to build memory, fluency and confidence.

APPLY
Children apply their spelling knowledge in meaningful writing across the curriculum.

INDEPENDENCE
Over time, children choose spellings carefully and become confident, independent spellers.

> *We are developing spellers for life, not children who remember a list for a week.*

STRONG SPELLING POWERS CONFIDENT WRITERS.

We teach spelling so children can write with confidence, clarity and purpose.

THE SPELLING JOURNEY

FROM FOUNDATIONS TO FLUENCY. FROM LEARNING TO LIFE.

Our spelling curriculum is a carefully planned journey. It begins with securing the foundations of phonics in EYFS and Key Stage 1, then builds knowledge, understanding and application through Essential Spelling in Key Stage 2.

EYFS / KEY STAGE 1

PHONICS

We teach systematic phonics so children can decode words and write with growing accuracy.

- Sounds and letters
- Blending and segmenting
- Building confidence in decoding and encoding

KEY STAGE 2

ESSENTIAL SPELLING

We deepen spelling knowledge so children understand how words work and can apply this in their writing.

- Expand knowledge
- Apply with confidence
- Become independent spellers

INDEPENDENT SPELLERS FOR LIFE

A JOURNEY FROM EARLY PHONICS TO POWERFUL, INDEPENDENT SPELLING FOR LIFE.

We build strong foundations early, then broaden knowledge and deepen understanding as children grow.

BUILDING SPELLING KNOWLEDGE: FIVE ESSENTIAL STRANDS

Our Essential Spelling curriculum is built around five connected strands that help children understand, remember and apply spellings with confidence.

PATTERNS	We explore spelling patterns within words, families and across words (e.g. common letter strings, position of letters, phoneme–grapheme correspondences). Children learn to spot, compare and apply patterns.
MORPHOLOGY	We teach how words are built and how meaning is created using prefixes, suffixes and root words. Understanding morphology helps children spell, define and use words with greater precision.
ETYMOLOGY	We explore the origins and history of words. Knowing where words come from helps children understand why they are spelled the way they are and make links between words.
STRATEGIES	We explicitly teach strategies for tackling new or tricky words, including breaking down words, using word knowledge, checking, and applying spelling rules.
APPLICATION	Children apply their spelling knowledge across the curriculum and in their writing. Regular practice, review and retrieval help secure knowledge for long-term use.

A CLEAR JOURNEY. STRONG KNOWLEDGE. CONFIDENT SPELLERS.

From early phonics to Essential Spelling and beyond, we give children the knowledge, skills and strategies they need to spell with confidence and write with impact.

THE ESSENTIAL SPELLING CYCLE

A CLEAR CYCLE. EVERY LESSON. EVERY WORD.

Our spelling teaching follows a simple, evidence-informed cycle.
It ensures that children revisit, practise and apply their learning so that it becomes automatic and secure.

We are developing spellers for life, not children who remember a list for a week.

REVIEW

Look back. Strengthen the memory.

We revisit prior learning to reactivate knowledge, check understanding and make connections.

TEACH

Introduce. Explain. Make sense.

We teach new spelling knowledge explicitly, exploring patterns, rules, morphology, etymology and strategies.

APPLY

Use it. Own it. Make it real.

We apply spelling knowledge in real writing, across curriculum and in everyday life.

PRACTISE

Rehearse. Embed. Build fluency.

We provide purposeful practice to build automaticity, strengthen spelling choices and deepen understanding.

WHY THIS CYCLE WORKS

RETRIEVAL
Regular review strengthens memory.

CONNECTION
New learning is linked to what children already know.

PRACTICE
Deliberate practice builds automaticity and confidence.

APPLICATION
Using spelling in real contexts makes it stick.

MASTERY
Over time, children become confident, independent spellers.

A SMALL AMOUNT, DONE WELL, EVERY DAY

Consistency in following this cycle ensures that all children make progress and become confident, independent spellers.

A CONSISTENT CYCLE. DEEPER LEARNING. STRONGER SPELLERS.

We revisit knowledge.

We build understanding.

We apply with confidence.

We remember for the long term.

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

HANDWRITING AT WHITEGATE END

CLEAR, FLUENT, PROUD. WRITING THAT LASTS.

At Whitegate End, we believe that handwriting is more than just forming letters neatly. It is a vital life skill that supports confidence, communication and learning across the curriculum.

OUR AIM

To develop fluent, automatic handwriting that children are proud of and can use with stamina, speed and accuracy throughout their school life and beyond.

GOOD HANDWRITING FREES THE MIND TO FOCUS ON IDEAS, MEANING AND IMPACT.

When handwriting is fluent and automatic, children can think more deeply, write for longer and communicate with confidence.

WHY FLUENT, AUTOMATIC HANDWRITING MATTERS

When handwriting is not automatic, it takes up valuable thinking time. When it is, children are free to focus on what really matters.

FREES THINKING

Automatic handwriting reduces cognitive load, allowing children to focus on ideas, vocabulary and composition.

BUILDS STAMINA

Fluent handwriting supports longer periods of writing without fatigue, helping children write for longer and sustain effort.

BOOSTS CONFIDENCE

Neat, legible handwriting that children can be proud of builds self-esteem and a positive writing identity.

SUPPORTS LEARNING

Good handwriting helps knowledge stick – from taking notes to completing tasks across every subject.

PREPARES FOR LIFE

Clear handwriting is a life skill that supports exams, careers and everyday communication.

OUR APPROACH

We teach handwriting explicitly and progressively from the earliest stages, ensuring every child develops the control, fluency and confidence they need.

EXPLICIT TEACHING	We teach handwriting as a discrete skill, just like reading, spelling and maths. We model, demonstrate and make expectations clear.
DAILY PRACTICE	Regular, short bursts of purposeful practice help children refine their skills, build muscle memory and develop fluency.
HIGH EXPECTATIONS	We expect every child to take pride in their handwriting and aim for excellence in every piece of writing.
MEANINGFUL APPLICATION	Children apply their handwriting in real writing across the curriculum, giving them purpose and pride.

> *When handwriting becomes automatic, children are free to be authors, not just scribes.*

KINETIC LETTERS

FOUR THREADS. STRONG FOUNDATIONS. FLUENT HANDWRITING.

Kinetic Letters is our approach to handwriting. It is built on four connected threads that develop the physical skills, control and confidence children need to write beautifully, fluently and with pride.

1 MAKING BODIES STRONGER

Strong bodies build strong writers.

We develop core strength, posture, stability and gross motor skills to support the physical foundation for handwriting. Movement helps children develop control, coordination and stamina.

HOW WE DO THIS

- Daily movement and active play
- Core strength and stability activities
- Crossing the midline
- Upper body strength and endurance
- Large motor patterns and control

2 HOLDING THE PENCIL

A confident grip. A controlled hand.

We teach children how to hold their pencil effectively and comfortably so they can write with control and reduce fatigue. Small movements lead to big impact.

HOW WE DO THIS

- Teaching an effective tripod grip
- Hand strength and finger dexterity
- Fine motor activities
- Posture and paper position
- Pressure and control practice

3 LEARNING THE LETTERS

Shapes. Formation. Precision.

We explicitly teach letter formation using a clear progression. Children learn each letter shape, starting point and movement pattern to build automaticity and accuracy.

HOW WE DO THIS

- Explicit teaching of letter formation
- Phrase cues and starting points
- Consistent language and modelling
- Practise, practise, practise
- Correct, refine and remember

4 FLOW & FLUENCY

From control to confidence.

We help children join, write and compose with increasing speed and fluency. Smooth, rhythmic handwriting frees up thinking and supports high quality writing.

HOW WE DO THIS

- Joining taught in a logical progression
- Rhythm, flow and letter size
- Consistent practice over time
- Short, focused fluency sessions
- Celebrate progress and perseverance

> *When all four threads work together, children write with ease, clarity and pride.*

STRONG BODIES • STRONG HANDS • STRONG LETTERS • STRONG WRITERS

FOUR THREADS. ONE APPROACH. CONFIDENT WRITERS FOR LIFE.

Kinetic Letters brings together body, hand, letter and flow. When these work together, handwriting becomes automatic and effortless.

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

HANDWRITING PROGRESSION

A CLEAR JOURNEY. STEP BY STEP. YEAR BY YEAR.

Our handwriting progression ensures that skills are built systematically, with clear expectations at each stage of your child's journey.

EYFS

BUILDING TINY MUSCLES & MARK MAKING

FOCUS	WE TEACH	OUTCOMES
• Develop gross and fine motor skills • Build strength and coordination • Explore marks and patterns • Begin to form recognisable letters	• Movement and sensory activities • Pre-writing patterns and shapes • Correct pencil hold • Letter formation using Kinetic Letters progression	• Comfortable pencil control • Correct pencil grip • Form lower-case letters accurately a c d g o q s e f l t i

KS1

FORMING LETTERS WITH ACCURACY

FOCUS	WE TEACH	OUTCOMES
• Form letters correctly • Use consistent letter size • Sit letters on the line • Begin to join	• Kinetic Letters progression • Clear starting points and directions • Joins from age appropriate • High frequency word practice	• Correct letter formation • Consistent size and spacing • Neat, joined handwriting the quick brown fox jumps over

LKS2

DEVELOPING FLUENCY & STYLE

FOCUS	WE TEACH	OUTCOMES
• Increase speed and fluency • Refine joins • Develop a personal style • Improve consistency across writing	• Diagonal and horizontal joins • Fluency practice and rhythm • Letter families and alternatives • Presentation and pride	• Fluent, joined handwriting • Consistent size, spacing and alignment • Developing individual style A journey of a thousand miles

UKS2

WRITING WITH SPEED, FLUENCY & PURPOSE

FOCUS	WE TEACH	OUTCOMES
• Write with speed and automaticity • Maintain legibility at all times • Adapt handwriting for purpose • Take pride in presentation	• Advanced joins and letter choices • Increasing speed without loss of quality • Note-taking and longer writing • Line awareness and layout	• Fluent, automatic handwriting • Consistent, legible and legible in all contexts • Handwriting that supports high quality writing Knowledge is power. Practice makes progress.

EVERY STAGE BUILDS FOUNDATIONS. EVERY CHILD CAN SUCCEED. EVERY WRITER CAN BE PROUD.

We teach handwriting systematically and consistently, so children develop control, fluency and confidence that last.

> *Handwriting is a journey, not a race.*
> *With the right teaching, every child can succeed.*

CONSISTENCY MATTERS.

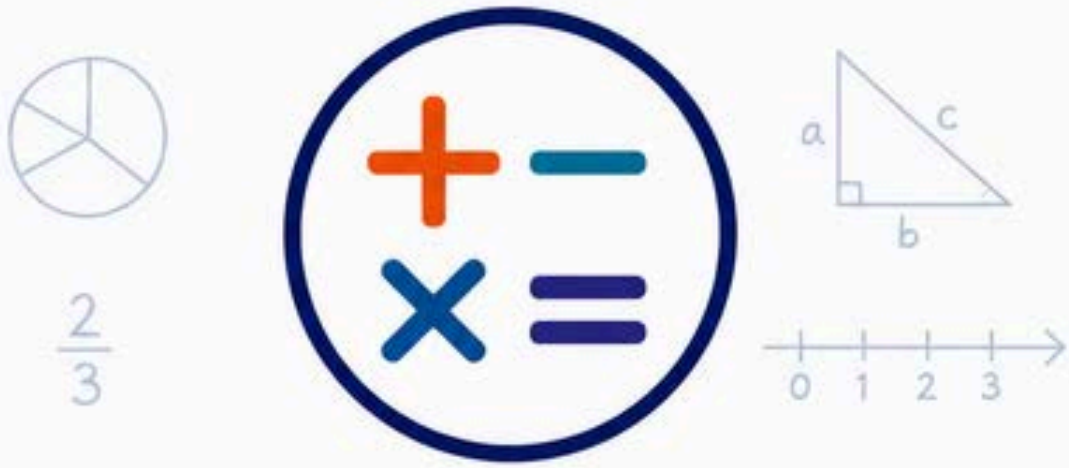
Consistent teaching. Consistent expectations. Consistent practice.
This is how we build confident, fluent writers for life.

KNOW MORE
REMEMBER MORE
DO MORE

A curriculum that builds confidence, develops mathematical thinking and prepares children for life.

PART 3

MATHEMATICS



EQUIPPING CHILDREN WITH POWERFUL MATHEMATICAL SKILLS

Our mathematics curriculum gives children the knowledge, skills and understanding to solve problems, reason deeply and succeed in every day life.

BUILD
Strong foundations in number and fluency.

THINK
Develop reasoning and problem solving.

COMMUNICATE
Use mathematical language with confidence.

APPLY
Use maths in real contexts and everyday life.

ACHIEVE
Gain confidence, persevere and aim high.

MATHEMATICS
AT WHITEGATE END

We teach mathematics through a tested, trusted and proven approach.

POWER MATHS
WHITE ROSE MATHS EDITION

Mastery, representation and mathematical thinking.

Power Maths combined with White Rose Maths gives our children a coherent and comprehensive curriculum that is built on deep understanding, designed for mastery and proven to raise standards.

PROVEN
Power Maths is evidence-informed and proven to improve attainment.

MASTERY
Built on the mastery approach for deep, sustainable understanding.

THINKING
We develop mathematical thinkers who can reason and problem solve with confidence.

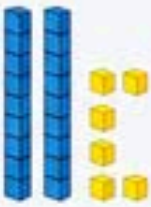
LANGUAGE
We use precise mathematical language to explain, reason and communicate.

EQUITY
Every child can access a deep and engaging maths curriculum.

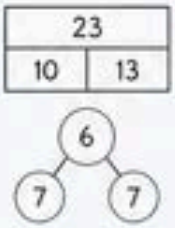
A MASTERY APPROACH

We believe that all children can achieve in mathematics. Through high quality teaching, we build deep understanding and confidence for every child.

CONCRETE
Children use concrete resources to explore and solve problems.
They learn by doing.



PICTORIAL
Children represent problems using drawings and images.
They learn by seeing.



ABSTRACT
Children use numbers and symbols.
They learn by applying.

$23 = 10 + 13$

$7 + 6 + 7 = 20$

OUR MATHEMATICS VALUES

BELIEVE
We believe everyone can succeed in maths.

PRACTISE
We practise regularly to build fluency and confidence.

PERSEVERE
We persevere through challenge and learn from our mistakes.

COLLABORATE
We work together, share ideas and learn from each other.

ACHIEVE
We take pride in our learning and celebrate success.

> *Mathematics is not about numbers, equations, computations or algorithms: it is about understanding.*
> WILLIAM PAUL THURSTON

KNOW MORE
REMEMBER MORE
DO MORE

At Whitegate End, we teach maths to build strong foundations, deepen understanding and develop mathematical thinkers who can solve problems and succeed in life.

MATHS CURRICULUM JOURNEY

FIVE CONNECTED STEPS TO MATHEMATICAL SUCCESS.

Our mathematics curriculum follows a clear learning journey.
Each step builds the foundations for the next.

1 REPRESENT

Children explore concepts using concrete resources, pictorial images and symbols.

2 UNDERSTAND

Children make sense of what they see and do, connecting ideas and building deep understanding.

3 FLUENCY

Children practise and apply their knowledge to become accurate, efficient and confident.

4 REASON

Children explain their thinking, justify answers and use mathematical language to reason and problem solve.

5 APPLY

Children apply their skills and knowledge in real-life contexts and unfamiliar problems.

HOW WE BRING THE JOURNEY TO LIFE

Hands-on resources, diagrams, bar models and number lines help children see the mathematics.

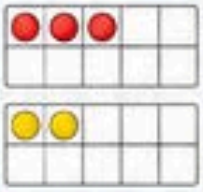
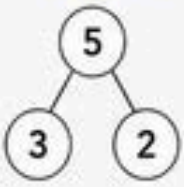
We use questions, discussion and connections to help children make sense.

Careful practice, varied fluency and problem solving build speed and confidence.

We encourage children to explain their reasoning and challenge thinking.

We solve real-life problems and use maths across the curriculum and everyday life.

A JOURNEY IN ACTION: EXAMPLE – ADDITION

1. REPRESENT	2. UNDERSTAND	3. FLUENCY	4. REASON	5. APPLY
I can use concrete objects and pictures to add.	I can use a model to help me understand the addition.	I can recall number facts and add confidently.	I can explain my thinking and justify my answer.	I can solve problems in real-life contexts.
 3 + 2 = 5	 3 + 2 = 5	3 + 2 = 5 7 + 2 = 9 12 + 5 = 17 23 + 8 = 31	I know 3 + 2 = 5 because I can see 3 and 2 make 5.	There are 3 apples in a basket and 2 apples on the table. How many apples altogether? 3 + 2 = 5 There are 5 apples.

OUR MATHEMATICS JOURNEY VALUES

CURIOSITY – We ask questions and explore possibilities.

DETERMINATION – We keep trying, even when it's challenging.

RESPECT – We listen to others and value different ways of thinking.

RESILIENCE – We learn from mistakes and keep improving.

PRIDE – We take pride in our learning and celebrate success.

> *Mathematics is about understanding the world and having the power to change it.*
> SHERYL SANDERS

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

KNOW MORE
REMEMBER MORE
DO MORE

Our maths journey helps children build deep understanding step by step. Each step is essential and together they lead to confident problem solvers.

YEAR 1 MATHS

BUILDING STRONG FOUNDATIONS

Year 1 is all about developing confidence with numbers to 20 and beyond, understanding place value, addition and subtraction within 20 and exploring shape, measure and data.

AUTUMN TERM

1. Place Value (within 10)
2. Addition and Subtraction (within 10)
3. Shape
4. Place Value (within 20)
5. Addition and Subtraction (within 20)

SPRING TERM

6. Place Value (within 50)
7. Length and Height
8. Mass and Volume
9. Multiplication and Division
10. Fractions

SUMMER TERM

11. Position and Direction
12. Place Value (within 100)
13. Money
14. Time
15. Statistics
16. Consolidation

IMPORTANT PRIOR LEARNING

- Count objects, actions and sounds.
- Subitise amounts up to 5.
- Compare groups and amounts.
- Recognise and name 2D and 3D shapes.
- Begin to understand numbers to 10.
- Explore patterns and positional language.

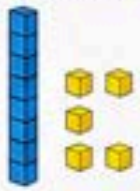
YEAR 1

IMPORTANT NEXT LEARNING

- Work with numbers to 100 and beyond.
- Add and subtract across 10.
- Count in 2s, 5s and 10s.
- Use multiplication and division facts.
- Read the time to the hour and half past.
- Explore fractions more deeply.

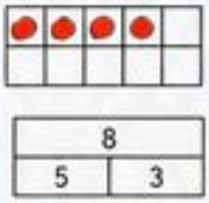
KEY REPRESENTATIONS WE USE

CONCRETE



Using practical resources to build, make and explore numbers.

PICTORIAL



Drawing and images help children see and explain thinking.

ABSTRACT

5 + 3 = 8

8 – 3 = 5

10 = 7 + 3

Numbers and symbols help children record and generalise.

NUMBER LINE

Number lines support counting on, back and finding differences.

BAR MODEL

Bar models help children part-whole, compare and solve problems.

KEY SKILLS

- Count to and across 100, forwards and backwards.
- Read and write numbers to 100 in numerals and words.
- Represent numbers using objects and pictorials.
- Add and subtract one-digit and two-digit numbers to 20.
- Solve one-step problems using +, – and =.
- Recognise, find and name common 2D and 3D shapes.
- Compare length, mass, volume and capacity.
- Tell the time to the hour and half past.
- Use simple data and represent in block diagrams and tables.

KEY FACTS

By the end of Year 1, children should know...

- ★ Number bonds to 10
- ★ Doubles to 10
- ★ Near doubles to 10
- ★ Counting in 2s, 5s and 10s
- ★ Number bonds to 20

> *Every small step in maths builds a big future.*

KNOW MORE
REMEMBER MORE
DO MORE

In Year 1, children build strong number foundations, develop fluency with key facts and begin to solve problems with confidence.

YEAR 2 MATHS

BUILDING CONFIDENCE • DEVELOPING STRATEGIES • SOLVING PROBLEMS

Year 2 focuses on place value within 100, addition and subtraction within 100, multiplication and division, fractions, measurement, shape and data.

AUTUMN TERM

1. Place Value
2. Addition and Subtraction
3. Shape
4. Money
5. Multiplication and Division
6. Length and Height

SPRING TERM

7. Mass, Capacity and Temperature
8. Fractions
9. Time
10. Statistics
11. Position and Direction

SUMMER TERM

12. Problem Solving
13. Properties of Shape
14. Consolidation
15. Investigations and Real Life Maths
16. End of Year Projects

KNOW MORE
REMEMBER MORE
DO MORE

In Year 2, children build confidence with larger numbers, strengthen mental strategies and begin to solve problems increasingly independently.

IMPORTANT PRIOR LEARNING

- Count to 100 and beyond.
- Read and write numbers to 100 in digits and words.
- Understand place value up to 20.
- Add and subtract within 20.
- Recognise and name common 2D and 3D shapes.
- Count in 2s, 5s and 10s.

YEAR 2

IMPORTANT NEXT LEARNING

- Place value to 1,000.
- Add and subtract across 100.
- Multiply and divide using times tables.
- Understand fractions more deeply.
- Measure with standard units.
- Solve multi-step problems.

KEY REPRESENTATIONS WE USE

PLACE VALUE

Tens	Ones
4	7

Understanding the value of tens and ones.

PART-WHOLE MODEL

47
40 7

Helps children see how numbers are made up.

NUMBER LINE

+10 +7

40 41 42 43 44 45 46 47 48 49 50

Supports counting on in 1s, 10s and other strategies.

ARRAYS

3 × 4 = 12

Helps children see multiplication as equal groups.

BAR MODEL

47	
30	17

Used to represent problems and support calculation.

KEY SKILLS

- Read, write and compare numbers to 100.
- Find 10 more or 10 less.
- Add and subtract within 100 using mental and written methods.
- Recall and use multiplication and division facts for the 2, 5 and 10 times tables.
- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and 3/4.
- Tell and write the time to five minutes, including quarter past/to the hour.
- Measure and compare length, mass, capacity and temperature.
- Interpret and construct simple pictograms, tally charts, block diagrams and tables.

KEY FACTS

By the end of Year 2, children should know...

- Number bonds to 20 and 100
- Add and subtract 10 to/from any number to 100
- 2, 5 and 10 times tables
- Doubles and halves to 20
- $\frac{1}{2}$, 1/3, 1/4, 2/4 and 3/4
- Quarter past and quarter to the hour
- Units of measure: cm, m, g, kg, ml, l, °C

"Every problem is an opportunity to deepen understanding."

YEAR 3 MATHS

BUILDING FLUENCY • DEVELOPING REASONING • APPLYING SKILLS

Year 3 builds on secure number foundations and introduces multiplication and division strategies, fractions, measurement and more complex reasoning.

AUTUMN TERM

1. Place Value
2. Addition and Subtraction
3. Multiplication and Division A
4. Multiplication and Division B
5. Length and Perimeter
6. Fractions A

SPRING TERM

7. Fractions B
8. Mass and Capacity
9. Money
10. Time
11. Statistics

SUMMER TERM

12. Properties of Shape
13. Position and Direction
14. Problem Solving
15. Investigations and Real Life Maths
16. End of Year Projects

IMPORTANT PRIOR LEARNING

- Count in multiples of 2, 5 and 10.
- Recall and use addition and subtraction facts within 20.
- Understand place value within 100.
- Recognise and find fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$.
- Tell the time to five minutes.
- Measure and compare length and mass.

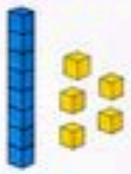
YEAR 3

IMPORTANT NEXT LEARNING

- Multiply and divide 2-digit numbers.
- Use written methods for calculation.
- Understand tenths and hundredths.
- Solve problems with fractions.
- Convert between units of measure.
- Identify angles and improve reasoning.

KEY REPRESENTATIONS WE USE

CONCRETE



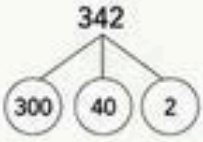
Hands-on resources help children explore and understand mathematical concepts.

PICTORIAL

4 × 3 = 12

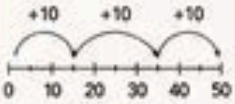
Pictures and diagrams help children see relationships and solve problems.

ABSTRACT



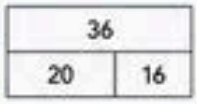
Numbers and symbols help children record methods and generalise their understanding.

NUMBER LINE



Number lines support counting, comparing and calculating differences.

BAR MODEL



Bar models help children represent problems and find unknowns.

KEY SKILLS

- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
- Write and calculate mathematical statements for multiplication and division.
- Add and subtract numbers mentally, including 3-digit numbers and ones, tens or hundreds.
- Use column addition and subtraction.
- Find fractions of a set of objects and amounts.
- Measure, compare, add and subtract lengths, mass and capacity.
- Tell and write the time including using Roman numerals.
- Interpret and present data using bar charts, pictograms and tables.

KEY FACTS

By the end of Year 3, children should know...

- 3, 4 and 8 times tables
- Division facts for 2, 3, 4, 5 and 10
- Number bonds to 100 (tens)
- Pairs of numbers that total 100
- Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{8}$, $\frac{3}{8}$
- Use of units: mm, cm, m, g, kg, ml, l
- Angles: right angles and multiples of 90°

> *Mistakes are proof that you are trying. Mathematics is all about learning and improving.*

KNOW MORE
REMEMBER MORE
DO MORE

In Year 3, children develop strategies for multiplication and division, explore fractions in more depth and begin to solve problems with greater independence.

YEAR 4 MATHS

DEEPENING UNDERSTANDING • BUILDING FLUENCY • APPLYING REASONING

White Rose Maths

Year 4 builds secure place value and calculation, strengthens multiplication knowledge, and develops fractions, decimals, measure and reasoning.

AUTUMN TERM

1. Place Value
2. Addition and Subtraction
3. Multiplication and Division
4. Length and Perimeter
5. Fractions

SPRING TERM

6. Decimals A
7. Money
8. Time
9. Statistics
10. Area

SUMMER TERM

11. Decimals B
12. Properties of Shape
13. Position and Direction
14. Consolidation
15. Problem Solving and Reasoning

IMPORTANT PRIOR LEARNING

- count in multiples of 2, 3, 4, 5, 8, 10 and 100
- add and subtract within 1000
- understand place value within 1000
- recognise and find simple fractions
- measure and compare length, mass and capacity
- tell the time and interpret simple data

YEAR 4

IMPORTANT NEXT LEARNING

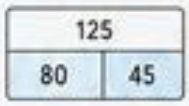
- place value to 1,000,000
- multiply and divide larger numbers
- work with equivalent fractions and decimals more confidently
- calculate perimeter and area with greater independence
- convert units more fluently
- use angles and shape knowledge more precisely

KEY REPRESENTATIONS WE USE

PLACE VALUE COUNTERS

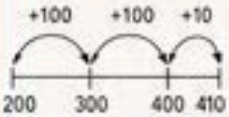
Use counters to show place value and support calculations.

PART-WHOLE / BAR MODEL



Bar models help represent part-whole relationships and solve problems.

NUMBER LINE



Number lines show jumps and help with addition and subtraction.

ARRAY / MULTIPLICATION GRID

4 rows of 6

$4 \times 6 = 24$

Arrays and grids support multiplication and understanding of factors.

FRACTION / DECIMAL MODELS

0.37

$\frac{37}{100}$

Models help us see fractions and decimals clearly.

KEY SKILLS

- Count in multiples of 6, 7, 9, 25 and 1000
- Recall multiplication and division facts up to 12 × 12
- Round numbers to the nearest 10, 100 and 1000
- Add and subtract numbers with up to 4 digits
- Multiply and divide using formal written methods where appropriate
- Recognise equivalent fractions and add/subtract fractions with the same denominator
- Recognise tenths and hundredths and relate them to decimals
- Measure perimeter and area
- Interpret charts and tables
- Describe position and movement

KEY FACTS

By the end of Year 4, children should know...

- all multiplication tables to 12 × 12
- place value in 4-digit numbers
- equivalent fractions in simple cases
- tenths and hundredths
- perimeter around shapes and area by counting squares
- time to the nearest minute

> *The more connections children make in maths, the more confidently they can reason.*

KNOW MORE
REMEMBER MORE
DO MORE

In Year 4, children deepen their understanding, develop efficient methods and connect ideas across topics. They grow in confidence and independence as mathematicians.

YEAR 5 MATHS

DEEPENING UNDERSTANDING • APPLYING KNOWLEDGE • THINKING MATHEMATICALLY

White Rose Maths EDITION

Year 5 develops fluency with larger numbers and more complex operations. Children explore fractions and decimals in depth, investigate shape and measure, analyse data and apply their knowledge to solve real-life problems with confidence.

AUTUMN TERM

1. Place Value
2. Addition and Subtraction
3. Multiplication and Division A
4. Fractions A
5. Decimals and Percentages
6. Perimeter and Area
7. Statistics

SPRING TERM

8. Multiplication and Division B
9. Fractions B
10. Decimals
11. Geometry – Properties of Shape
12. Position and Direction
13. Converting Units

SUMMER TERM

14. Volume
15. Negative Numbers
16. Converting Units
17. Problem Solving
18. Investigations and Real Life Maths
19. End of Year Projects

IMPORTANT PRIOR LEARNING

- Understand numbers to 10,000.
- Add and subtract up to 4 digits.
- Multiply 4 digits by 1 digit.
- Understand fractions up to tenths and hundredths.
- Measure using metric units.
- Interpret and draw charts and tables.

YEAR 5

IMPORTANT NEXT LEARNING

- Work with numbers up to 1,000,000 and beyond.
- Use all operations with decimals and fractions, including percentages.
- Calculate with fractions of amounts.
- Convert between metric and imperial units.
- Solve increasingly complex problems in secondary school and beyond.

KEY REPRESENTATIONS WE USE

PLACE VALUE

TTh	Th	H	T	O
2	3	7	4	6

Base 10 and place value counters to represent and partition numbers.

BAR MODEL

1,250	
750	500

Bar models help children structure problems and show part–whole relationships.

NUMBER LINE

+100 +100 +50

1,000 1,100 1,200 1,300

Number lines support counting in steps and calculations with larger numbers.

ARRAY

$6 \times 7 = 42$

Arrays help visualise multiplication and factor relationships.

PICTORIAL

Football
Netball
Rugby
Other

Charts and diagrams help represent, compare and interpret data.

KEY SKILLS

- Read, write, order and compare numbers to 1,000,000.
- Round any number up to 1,000,000.
- Add and subtract whole numbers with up to 4 digits.
- Multiply and divide up to 4 digits by 1 digit.
- Multiply multi-digit numbers by 2-digit numbers.
- Divide numbers up to 4 digits by 2-digit numbers.
- Identify, use and apply equivalent fractions, decimals and percentages.
- Add, subtract, multiply and divide decimals by 10, 100 and 1,000.
- Find fractions of amounts and quantities.
- Convert between metric and imperial units.
- Calculate perimeter, area and volume.
- Interpret and present data in a variety of ways.
- Solve problems using all four operations.
- Reason mathematically and justify answers.

KEY FACTS

By the end of Year 5, children should know...

- Number bonds to 100, 1,000 and 10,000
- All times tables up to 12 × 12
- Division facts for all tables
- Prime numbers up to 100
- Common fractions and their equivalents
  $\frac{1}{2}$ · $\frac{1}{3}$ · $\frac{1}{4}$ · $\frac{1}{5}$ · $\frac{1}{6}$ · $\frac{1}{8}$ · $\frac{1}{9}$ · $\frac{1}{10}$ · $\frac{1}{100}$ · $\frac{1}{1000}$
- Decimal equivalents to $\frac{1}{2}$ · $\frac{1}{4}$ · $\frac{1}{5}$ · $\frac{1}{8}$ · $\frac{1}{10}$ · $\frac{1}{100}$
- Metric conversions: mm, cm, m, km, g, kg, ml, l
- Imperial conversions: in, ft, yd, mi, pints, l
- Angles: 90°, 180°, 270° and 360°

> *Mistakes are proof that you are trying. Mathematics is about learning and improving.*

KNOW MORE
REMEMBER MORE
DO MORE

In Year 5, children build confidence with larger numbers and more complex concepts, deepen their reasoning skills and apply their mathematical knowledge to solve a wide range of real-life problems.

YEAR 6 MATHS

CONFIDENCE • FLUENCY • REASONING • REAL-WORLD APPLICATION

White Rose Maths EDITION

Year 6 builds on all areas of mathematics to ensure depth of understanding, accuracy and confidence. Children solve increasingly complex problems, reason systematically and apply their knowledge across a wide range of real-life situations.

AUTUMN TERM

1. Place Value
2. Addition, Subtraction, Multiplication and Division
3. Fractions A
4. Fractions B
5. Decimals and Percentages
6. Algebra
7. Ratio

SPRING TERM

8. Decimals
9. Fractions, Decimals and %
10. Area, Perimeter and Volume
11. Statistics
12. Shape
13. Position and Direction

SUMMER TERM

14. Themed Projects, Problems and Investigations
15. Consolidation
16. SATs Preparation
17. End of Year Projects

IMPORTANT PRIOR LEARNING

- Secure understanding of all four operations with whole numbers and decimals.
- Confident use of fractions and percentages.
- Use of algebra as a way to represent and solve problems.
- Measurement using metric units and conversion.
- Interpret and draw graphs and tables.

YEAR 6

IMPORTANT NEXT LEARNING

- Apply mathematics confidently in secondary school and beyond.
- Solve increasingly complex problems across all areas.
- Develop fluency, precision and mathematical reasoning.
- Use mathematics to model and interpret real-world situations.

KEY REPRESENTATIONS WE USE

PLACE VALUE

TTh	Th	H	T	O	.	tth	hth
2	3	7	4	6	.	8	9

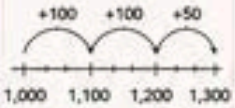
Helps understand the value of each digit in whole numbers and decimals.

BAR MODEL

1,250	
750	500

Helps structure problems and support part-whole thinking.

NUMBER LINE



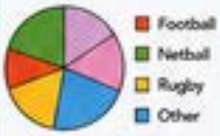
Supports counting in steps and calculations with larger numbers.

ARRAY

$6 \times 7 = 42$

Helps visualise multiplication and division and understand factor relationships.

PICTORIAL



Charts and diagrams help represent, compare and interpret data.

KEY SKILLS

- Read, write, order and compare numbers up to 10,000,000.
- Round any number up to 10,000,000.
- Add and subtract whole numbers with up to 4 digits.
- Multiply and divide up to 4 digits by 2-digit numbers.
- Divide numbers up to 4 digits by 2-digit numbers (using long division).
- Identify, use and apply equivalent fractions, decimals and percentages.
- Add, subtract, multiply and divide decimals by 10, 100 and 1,000.
- Use all four operations with fractions and decimals.
- Solve problems using ratio and proportion.
- Calculate area, perimeter and volume, and convert between units.
- Interpret and construct pie charts, line graphs and tables.
- Use algebra to generalise and find unknowns.
- Solve multi-step problems and justify answers.

KEY FACTS

By the end of Year 6, children should know...

- Number bonds to 100, 1,000, 10,000 and 100,000
- All times tables up to 12 × 12
- Division facts for all tables
- Prime numbers up to 100
- Common fractions and their equivalents
  $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$, $\frac{7}{10}$, $\frac{7}{10}$, $\frac{5}{8}$
- Decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{25}$, $\frac{1}{20}$, $\frac{1}{20}$, $\frac{8}{50}$, $\frac{1}{100}$, $\frac{1}{1000}$
- Metric conversions: length, mass, capacity and time
- Angles: 90°, 180°, 270° and 360°
- Properties of 2D and 3D shapes

> *Mathematics is the key and door to the sciences.*
> – Galileo Galilei

KNOW MORE
REMEMBER MORE
DO MORE

In Year 6, children become mathematically fluent, reason systematically and apply their knowledge with confidence to solve complex problems in real-life and unfamiliar situations.

NUMBER & CALCULATION PROGRESSION

DEVELOPING NUMBER SENSE • BUILDING FLUENCY • REASONING CONFIDENTLY

This progression shows how children build their understanding of number and calculation from Early Years through to Year 6, developing confidence, fluency and flexibility with numbers and operations.

YEAR GROUP	NUMBER SENSE	CALCULATION	KEY CONCEPTS AND SKILLS	MENTAL STRATEGIES AND FLUENCY
1	• Count to and across 100 • Read and write numerals to 100 • Represent numbers in different ways • 1 more / 1 less	• Add and subtract 1-digit and 2-digit numbers to 20 • Bonds to 10 and 20 • Introduce addition and subtraction facts	• Understand the part-whole structure • Use number bonds • Compare numbers • Understand the = sign • Solve one-step problems	• Count on / back • Use number bonds • Make 10 • Doubles • Near doubles
2	• Count to and across 1000 • Read and write numbers to 1000 • Compare and order numbers • 10 more / 10 less	• Add and subtract 2-digit numbers • Bonds to 100 • Add/subtract 1s, 10s and 100s • Introduce multiplication and division	• Understand place value (ones, tens, hundreds) • Use part-whole models • Solve two-step problems • Understand commutativity in addition	• Use number bonds • Partitioning • Bridging through 10 • Near doubles • Counting in steps
3	• Read and write numbers to 1000 • Compare and order numbers • Find 1, 10 or 100 more or less • Recognise place value	• Add and subtract 3-digit numbers • Multiply and divide (3, 4 and 8) • Introduce formal written methods	• Understand place value to 1000 • Use number lines • Understand inverse operations • Solve problems with missing numbers	• Add/subtract in parts • Use known facts • Multiply using arrays • Use inverse • Doubling / halving
4	• Read and write numbers to 10,000 • Partition numbers in different ways • Round to the nearest 10, 100 and 1000	• Add and subtract 4-digit numbers • Multiply (up to 12 × 12) • Divide with remainders • Use formal written methods	• Understand place value to 10,000 • Use estimation and checking • Understand order of operations	• Partitioning • Using multiples • Use related facts • Compensating • Efficient calculation
5	• Read, write and order numbers to 1,000,000 • Powers of 10 • Negative numbers • Round to any given power of 10	• Add and subtract whole numbers • Multiply up to 4-digit by 2-digit • Divide up to 4-digit by 2-digit	• Understand place value to 1,000,000 • Use written methods efficiently • Use inverse and estimation to check	• Use place value • Partitioning • Use known facts • Working in parts • Mental multiplication
6	• Read, write and order numbers to 10,000,000 • Understand negative numbers in context • Round to the nearest 10, 100, 1000, 10,000 and 100,000	• Perform all operations with whole numbers • Multiply multi-digit by multi-digit • Divide multi-digit by multi-digit • Use order of operations	• Secure place value to 10,000,000 • Use estimation, checking and reasoning • Solve multi-step problems in context	• Use efficient written and mental methods • Use reasoning to choose strategies • Apply fluency in problem solving

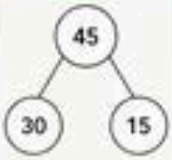
KNOW MORE
REMEMBER MORE
DO MORE

Fluency in number builds confidence and opens the door to every area of mathematics.

Children develop mental strategies, use efficient written methods and make connections between ideas to solve problems in a variety of ways.

KEY REPRESENTATIONS WE USE

PART-WHOLE MODEL



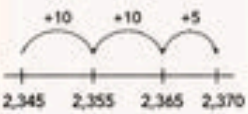
Helps children understand number bonds and the structure of numbers.

PLACE VALUE CHART

Th	H	T	O
2	3	4	7

Shows the value of each digit in a number.

NUMBER LINE



Supports counting on and back and helps estimate.

BAR MODEL

1,250	
750	500

Helps structure problems and shows part-whole relationships.

ARRAY

5 × 4 = 20

Represents multiplication visually and supports factor understanding.

> *A strong number foundation leads to confident learners who can reason, solve problems and achieve more.*

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

FRACTIONS, DECIMALS & PERCENTAGES PROGRESSION

White Rose Maths EDITION

BUILDING UNDERSTANDING • CONNECTING IDEAS • APPLYING CONFIDENTLY

This progression shows how children develop their understanding of fractions, decimals and percentages from Year 1 through to Year 6, building connections between representations, operations and real-life applications.

YEAR GROUP	FRACTIONS	DECIMALS	PERCENTAGES	KEY CONCEPTS AND SKILLS
1	• Recognise and find 1/2, 1/4 and 3/4 of a shape, object or quantity • Recognise the equivalence of 2/4 and 1/2 • Count in halves	• Recognise and write decimals as tenths • Recognise tenths as fractions (e.g. 1/10) • Write decimal equivalents of 1/2 and 1/4	• Not formally introduced • Early language around "half", "quarter" and "whole"	• Part–whole understanding • Equal and unequal parts • Simple equivalence
2	• Recognise, find and write 1/3, 1/4, 2/4, 3/4 • Understand the concept of a unit fraction • Find 1/2, 1/4, 2/4, 3/4 of a quantity	• Write decimals as tenths and hundredths • Partition tenths and hundredths • Compare and order decimals	• Not formally introduced • Use language of "more than half" and "less than half"	• Unit and non-unit fractions • Tenths and hundredths • Compare using < > =
3	• Count up and down in tenths • Recognise and write fractions with a denominator of 2, 3, 4, 5 and 10 • Find fractions of a quantity	• Write tenths as decimals • Write hundredths as decimals • Compare, order and round decimals (1 d.p.)	• Introduce the percent (%) symbol • Recognise % as "per hundred" • Find 1%, 10%, 50% of a quantity	• Denominator knowledge • Convert between fractions and decimals • % as parts per 100
4	• Recognise and write decimal equivalents of simple fractions • Simplify fractions • Compare and order fractions	• Write decimals with up to 2 d.p. • Partition decimals • Round decimals to 1 d.p. • Compare and order decimals (2 d.p.)	• Find percentages of amounts • Find equivalent percentages (e.g. 25%, 50%, 75%, 100%) • Compare percentages	• Equivalent fractions • Thousandths awareness • % and fractions/decimals connection
5	• Add and subtract fractions with the same denominator • Add fractions within 1 • Multiply a fraction by an integer	• Add and subtract decimals • Multiply decimals by 10, 100 and 1,000 • Multiply and divide decimals by integers	• Calculate percentages • Find a percentage of an amount • Solve problems involving percentages	• Fraction operations • Decimal operations • % of an amount problems
6	• Add, subtract, multiply and divide fractions • Use all four operations with fractions • Solve problems with fractions	• Divide decimals by integers • Use order of operations with decimals • Solve problems with decimals	• Solve multi-step problems with percentages • Increase and decrease by a given % • Express one quantity as a % of another	• Fluency with operations • Convert and compare • Apply in real-life contexts

KNOW MORE

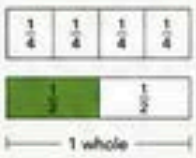
REMEMBER MORE

DO MORE

Developing a deep understanding of fractions, decimals and percentages enables children to reason, make connections and apply their learning in a wide range of real-life situations.

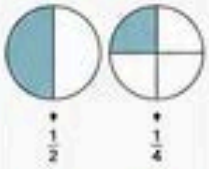
KEY REPRESENTATIONS WE USE

FRACTION BAR



Helps children see equivalence and part–whole relationships.

CIRCLE DIAGRAM



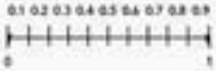
Helps visualise parts of a whole and compare fractions.

DECIMAL PLACE VALUE

Ones	.	Tenths	Hundredths
3	.	4	7
3		0.4	0.07

Helps children understand the value of each digit in decimals.

NUMBER LINE



Supports counting in tenths and locating decimals and fractions.

HUNDRED SQUARE

Helps compare unknown and relate fractions and decimals.

KEY SKILLS

- Understand and use equivalent fractions.
- Convert between fractions, decimals and percentages.
- Compare and order fractions and decimals.
- Add, subtract, multiply and divide with fractions and decimals.
- Find percentages of amounts and solve percentage problems.
- Use reasoning to explain and justify answers.

KEY FACTS

- $\frac{1}{2}$ = 0.5 = 50%
- $\frac{1}{4}$ = 0.25 = 25%
- $\frac{3}{4}$ = 0.75 = 75%
- 100% = 1 whole
- Percent means "per hundred".
- There are 10 tenths in 1 whole.
- There are 100 hundredths in 1 whole.
- Decimals can be written as fractions and percentages.

> *Understanding fractions, decimals and percentages helps us make sense of the world and solve problems with confidence.*

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

MEASUREMENT, GEOMETRY & STATISTICS PROGRESSION

MEASURING THE WORLD • EXPLORING SHAPES • MAKING SENSE OF DATA

This progression shows how children develop their understanding of measurement, geometry and statistics from Year 1 through to Year 6, building knowledge, skills and confidence step by step.

YEAR GROUP	MEASUREMENT	GEOMETRY – SHAPE & POSITION	STATISTICS
1	• Compare, describe and solve practical problems for length and height • Measure and begin to record lengths and heights • Compare, describe and solve practical problems for mass/weight • Compare, describe and solve practical problems for capacity and volume • Tell the time to the hour and half past • Recognise and know coins and notes	• Recognise and name common 2-D and 3-D shapes • Recognise and name 2-D shapes (shapes with 4 sides, circles and triangles) • Recognise and name 3-D shapes (cubes, cuboids, spheres, cones, cylinders) • Describe position, direction and movement, including whole, half, quarter and three-quarter turns	• Sort, count and compare objects and numbers • Count, tally and compare categorical data • Read and write simple tables • Represent data in pictograms
2	• Choose and use appropriate standard units to estimate and measure length/height in any direction • Measure mass, capacity and temperature • Tell and write the time to five minutes, including quarter past/to • Solve problems with money	• Identify and describe the properties of 2-D shapes • Identify and describe the properties of 3-D shapes • Draw 2-D shapes • Describe position, direction and movement, including straight lines and turns	• Interpret and construct pictograms • Collect, represent and interpret data • Read and interpret simple tables
3	• Measure, compare, add and subtract lengths (m, cm, mm) • Measure, compare, add and subtract mass (kg, g) • Measure, compare, add and subtract capacity/volume (l, ml) • Tell and write the time from analogue clocks (to the minute) • Solve problems with money	• Draw 2-D shapes and make 3-D shapes using modelling materials • Recognise angles as a property of shape or a description of a turn • Identify right angles • Describe positions on a grid • Draw on a grid	• Interpret and present data using bar charts • Solve one-step and two-step questions about data • Interpret tables, including pictograms and bar charts
4	• Convert between different units of measure (length, mass, capacity) • Convert between analogue and digital times • Solve problems involving money • Read, write and convert time between analogue and digital 12- and 24-hour clocks	• Identify acute and obtuse angles and compare and order angles up to two right angles by size • Identify lines of symmetry in 2-D shapes presented in different orientations • Describe positions on a grid using coordinates in the first quadrant	• Interpret and present data using bar charts • Solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables
5	• Convert between different units of metric measure • Understand and use approximate equivalences between metric units and common imperial units • Solve problems with time, including timetables • Solve problems with money	• Identify 3-D shapes, including their nets • Draw given angles and measure them • Identify angles at a point and one whole turn • Translate and reflect shapes on a coordinate grid	• Interpret and present data using line graphs • Solve comparison, sum and difference problems using information presented in line graphs and tables
6	• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Solve problems involving the calculation of area, perimeter and volume • Solve problems with time and money	• Recognise, describe and build simple 3-D shapes, including making nets • Draw 2-D shapes using given dimensions and angles • Recognise angles where they meet at a point, are on a straight line or are vertically opposite, and find missing angles	• Interpret and present data using pie charts and line graphs • Calculate and interpret the mean as an average • Solve problems involving the comparison of data sets

KNOW MORE

REMEMBER MORE

DO MORE

A strong understanding of measurement, geometry and statistics helps children make sense of the world around them, solve problems and communicate their ideas clearly.

KEY REPRESENTATIONS WE USE

MEASUREMENT

Practical measuring, scales and real-life contexts.

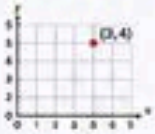
SHAPE

2-D and 3-D shapes and their properties.

ANGLES

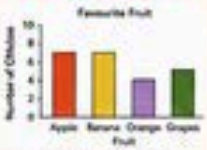
Identify, measure and compare angles.

COORDINATES



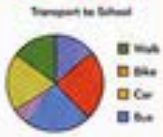
Locate and describe positions on a grid.

DATA – BAR CHART



Collect and represent data in a range of ways.

DATA – PIE CHART



Represent and interpret data to answer questions.

KEY SKILLS

- Choose appropriate units and measure accurately.
- Convert between units and solve problems with measure.
- Identify shapes and describe their properties.
- Use coordinates and transformations to describe movement.
- Collect, represent and interpret data.
- Draw conclusions and make comparisons using data.

KEY FACTS

- There are 100 centimetres in 1 metre.
- There are 1,000 millilitres in 1 litre.
- There are 60 seconds in 1 minute and 60 minutes in 1 hour.
- There are 360° in a full turn.
- A right angle is 90°.
- The mean is the average.

> *Mathematics helps us understand the world, make better decisions and shape a brighter future.*

WHITEGATE END PRIMARY SCHOOL & NURSERY

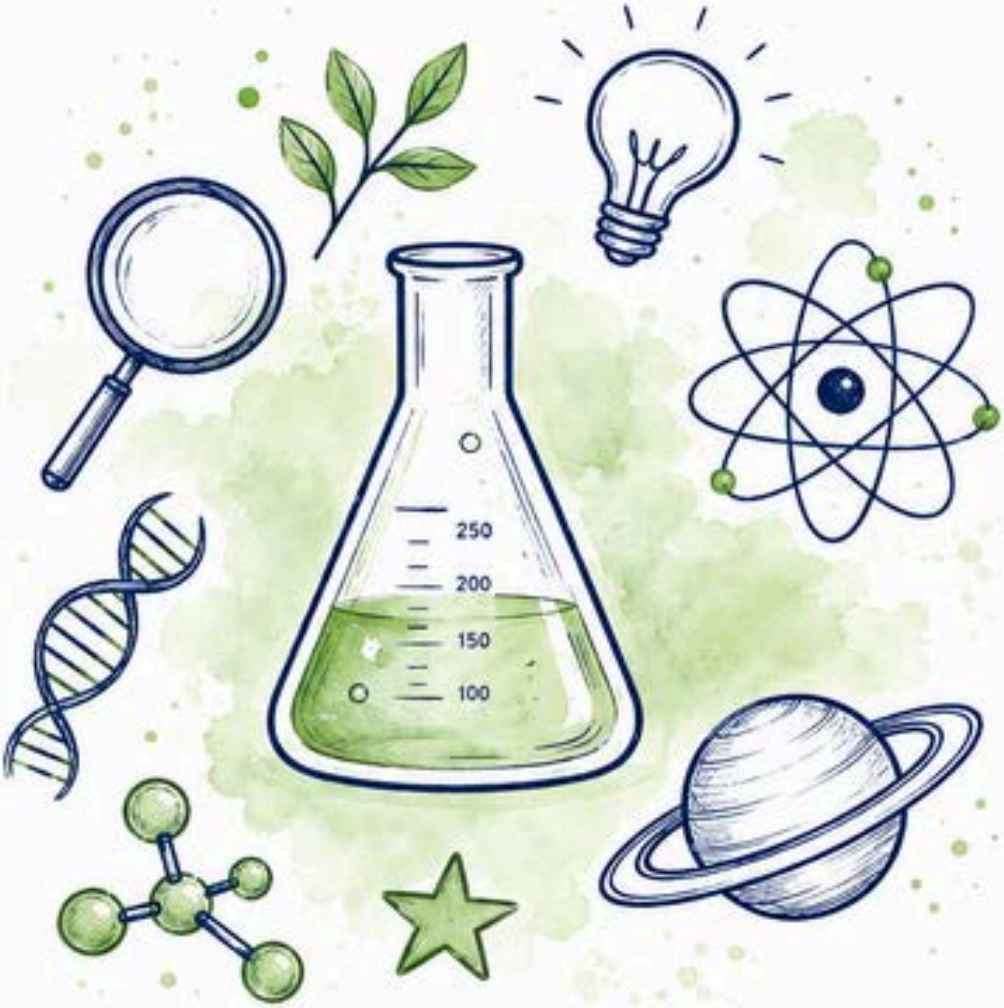
SCIENCE

CURIOSITY • DISCOVERY • UNDERSTANDING • INNOVATION

Science inspires curiosity and wonder about the world. At Whitegate End, we nurture enquiring minds, develop scientific knowledge and equip our children with the skills to investigate, question and understand more.

KNOW MORE
REMEMBER MORE
DO MORE

Through scientific enquiry, we curiosity, build knowledge and skills, and develop a deeper understanding of the world around us.



SCIENCE AT WHITEGATE END

At Whitegate End, we provide a high-quality science education that builds knowledge, develops enquiry skills and inspires a lifelong love of discovery.

CURIOSITY
We encourage children to ask questions and wonder about the world around them.

KNOWLEDGE
We build strong scientific knowledge across key strands and topics.

SKILLS
We develop essential scientific skills through hands-on investigation and exploration.

UNDERSTANDING
We help children make sense of the world and apply their learning to real life.

OUR SCIENCE APPROACH

At Whitegate End, we teach Science in two complementary ways:

DISCRETE SCIENCE
Year-round teaching of key scientific knowledge, skills and concepts.

Discrete Science consists of carefully sequenced units that build cumulative knowledge across six key strands:

- Plants
- Living Things and their Habitats
- Animals, including Humans
- Materials
- Rocks and States of Matter
- Light, Sound, Electricity, Forces, Earth and Space, Evolution

This structured approach ensures children build strong foundations, progressing knowledge and skills year by year.

SUMMER SCIENCE TOPIC
A themed, cross-curricular journey that brings Science to life.

Each summer, all year groups explore a whole-school Science topic linked to space and exploration. This approach:

- Inspires awe and curiosity
- Links Science with history, geography, technology and more
- Develops vocabulary and wider understanding
- Encourages real-world connections and big questions

This exciting journey builds curiosity, broadens horizons and shows children how Science helps us explore the past, understand the present and shape the future.

OUR PROMISE

We promise that every child will be equipped with the **knowledge, skills** and **confidence** to be curious, to question, and to make sense of the world around them. Because **Science is for everyone**. Every day. Everywhere.

KNOW MORE
REMEMBER MORE
DO MORE

Science is about asking questions, exploring the world, testing ideas and finding out answers. It helps us understand how things work and why it matters.

WORKING SCIENTIFICALLY

BEING CURIOUS • ASKING QUESTIONS • FINDING ANSWERS

Science is more than facts – it's a way of thinking and working. At Whitegate End, we teach children to be curious, ask questions and use a variety of scientific skills to explore the world around them.

Scientists don't just know things – they find out!

KNOW MORE

REMEMBER MORE

DO MORE

By using these steps, we build confident, capable and thoughtful scientists who can make sense of the world around them and contribute to a better future.

1 ASK

Ask a question

We start by being curious. We ask questions about what we notice and what we want to find out.

KEY SKILLS INCLUDE:
- Asking questions
- Wondering
- Identifying problems

2 PLAN

Plan an enquiry

We think about how we will find the answer. We decide what to do, what we need and how to keep it fair and safe.

KEY SKILLS INCLUDE:
- Predicting
- Planning a fair test
- Identifying variables

3 OBSERVE

Make observations

We look closely and use our senses and equipment to notice what is happening.

KEY SKILLS INCLUDE:
- Using senses
- Noticing changes
- Using equipment

4 MEASURE

Take measurements

We use the right tools to measure accurately and consistently.

KEY SKILLS INCLUDE:
- Using measuring equipment
- Reading scales
- Estimating

5 RECORD

Record our results

We write down our observations and measurements in tables, charts, diagrams or notes.

KEY SKILLS INCLUDE:
- Recording data
- Using scientific diagrams
- Organising information

6 PRESENT

Present our data

We show our results in clear and helpful ways so others can understand them.

KEY SKILLS INCLUDE:
- Creating graphs and charts
- Using tables
- Communicating clearly

7 CONCLUDE

Draw conclusions

We look at our results to see what they tell us and answer our question.

KEY SKILLS INCLUDE:
- Interpreting results
- Identifying patterns
- Explaining findings

8 EVALUATE

Evaluate our enquiry

We think about what went well, what could be improved and what we might do next.

KEY SKILLS INCLUDE:
- Reflecting on methods
- Suggesting improvements
- Asking new questions

These steps are not always linear. Scientists may move back and forth between steps as their thinking develops.

Every enquiry helps us know more, remember more and do more.

SCIENCE STRAND PROGRESSION 1

PLANTS • LIVING THINGS • ANIMALS INCLUDING HUMANS

Our Science curriculum builds knowledge and vocabulary year on year, so children deepen their understanding, make connections and remember more over time.

YEAR GROUP	PLANTS	LIVING THINGS & THEIR HABITATS	ANIMALS INCLUDING HUMANS
YEAR 1	• Identify and name common wild and garden plants, including deciduous and evergreen trees. • Identify and name the basic parts of a plant. • Observe and describe how seeds and bulbs grow into mature plants.	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name common wild and garden animals. • Describe and compare the structure of a variety of common animals.	• Identify, name, draw and label the basic parts of the human body. • Say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults.
YEAR 2	• Observe and describe how seeds and bulbs grow. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	• Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited.	• Notice that animals, including humans, have offspring which grow into adults. • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
YEAR 3	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth.	• Identify and group living things in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	• Identify that animals, including humans, need the right types and amount of nutrition. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
YEAR 4	• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Investigate how water is transported within plants.	• Recognise that environments can change and that this can sometimes pose dangers to living things. • Construct and interpret food chains, identifying producers, predators and prey.	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.
YEAR 5	• Describe the life process of reproduction in plants. • Investigate the way in which water is transported within plants.	• Describe the life cycle of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.	• Describe the changes as humans develop to old age. • Describe the changes as humans develop to old age.
YEAR 6	• Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.	• Describe how living things are classified into broad groups according to common observable characteristics. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	• Recognise that the life processes common to humans and other animals include nutrition, respiration, transportation, excretion, growth, reproduction and sensitivity.

KNOW MORE

REMEMBER MORE

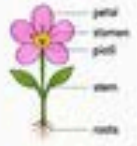
DO MORE

We build scientific knowledge through carefully sequenced learning so that children can make sense of the world and apply their understanding in new situations.

REPRESENTATIONS WE USE

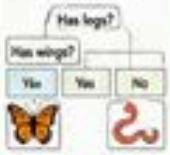
DIAGRAMS

To show structure and parts



CLASSIFICATION KEYS

To identify and group living things



FOOD CHAINS

To show feeding relationships

LIFE CYCLES

To show stages of growth

TABLES

To record and compare data

	Height of plant (cm)		
	Day 1	Day 7	Day 14
A	5	9	14
B	5	7	11
C	5	10	16

KEY VOCABULARY

- habitat
- environment
- classification
- reproduction
- nutrition
- growth
- life cycle
- adaptation

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

SCIENCE STRAND PROGRESSION 2

MATERIALS • ROCKS • STATES OF MATTER

Our Science curriculum builds knowledge and vocabulary year on year, so children deepen their understanding, make connections and remember more over time.

YEAR GROUP	MATERIALS	ROCKS	STATES OF MATTER
YEAR 1	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials. • Describe the simple physical properties of a variety of everyday materials.	• Distinguish between a rock and an object. • Identify and name a variety of everyday rocks. • Describe the simple physical properties of rocks.	• Identify and name the three states of matter: solid, liquid and gas. • Observe that some materials change state when they are heated or cooled. • Describe the simple observations associated with melting, freezing, evaporation and condensation.
YEAR 2	• Identify and compare the suitability of a variety of everyday materials. • Find out how the shapes of solid objects made from some materials can be changed.	• Identify and compare the suitability of a variety of everyday rocks. • Describe how fossils are made and identify different fossils.	• Observe and describe how materials can change state from solid to liquid and liquid to gas. • Observe and describe how water changes state when it is heated or cooled.
YEAR 3	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed.	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	• Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens.
YEAR 4	• Compare and group materials together, according to whether they are solids, liquids or gases. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Observe that some materials change state when they are heated or cooled.
YEAR 5	• Compare and group together everyday materials on the basis of their properties. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe how fossils provide information about living things that inhabited the Earth millions of years ago.	• Compare and group materials together, according to whether they are solids, liquids or gases. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
YEAR 6	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.	• Describe how rocks are formed when magma or lava cools and solidifies, or when sediments are deposited and pressed together. • Recognise that soils are made from rocks and organic matter.	• Understand that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated.

KNOW MORE

REMEMBER MORE

DO MORE

We explore the properties of materials, the fascinating world of rocks and how matter can change state. This helps children make sense of the physical world and solve real-life problems.

REPRESENTATIONS WE USE

SORTING
Venn and Carroll diagrams

PROPERTIES TABLES
To compare and compare materials

Material	Hard	Soluble	Magnetic
Wood	✗	✗	✗
Plastic	✗	✗	✗
Iron	✓	✗	✓

ROCK CLASSIFICATION
Igneous, sedimentary and metamorphic

CHANGES OF STATE DIAGRAMS
To show melting, freezing, evaporation and condensation

PARTICLE MODELS
To show the arrangement in solids, liquids and gases

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

SCIENCE STRAND PROGRESSION 3

LIGHT • SOUND • ELECTRICITY • FORCES • EARTH & SPACE • EVOLUTION

KNOW MORE

REMEMBER MORE

DO MORE

This strand brings together physical science concepts so children can explain the world around them, from light and sound to forces, circuits, space and evolution.

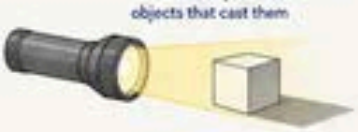
LIGHT

YEAR 3

- Need light in order to see and understand that dark is the absence of light
- Notice that light is reflected from surfaces
- Know that sunlight can be dangerous and there are ways to protect eyes
- Understand that shadows are formed when light is blocked by an opaque object
- Find patterns in how the size of shadows changes

YEAR 6

- Recognise that light travels in straight lines
- Explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes
- Use straight-line light to explain why shadows have the same shape as the objects that cast them



SOUND

YEAR 4

- Identify how sounds are made and link them to vibrations
- Recognise that vibrations travel through a medium to the ear
- Find patterns between pitch and features of the object that produced it
- Find patterns between volume and the strength of the vibrations
- Recognise that sounds get fainter as the distance from the source increases

ELECTRICITY

YEAR 4

- Identify common appliances that run on electricity
- Construct a simple series circuit with cells, wires, bulbs, switches and buzzers
- Decide whether a lamp will light in a simple series circuit
- Recognise that a switch opens and closes a circuit
- Recognise conductors and insulators and know metals are good conductors

YEAR 6

- Associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells
- Compare and give reasons for variations in how components function
- Use recognised symbols when representing a simple circuit in a diagram

FORCES

YEAR 3

FORCES AND MAGNETS

- Compare how things move on different surfaces
- Understand that some forces need contact but magnetic forces can act at a distance
- Observe how magnets attract or repel and attract some materials but not others
- Compare and group materials according to whether they are attracted to a magnet
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel depending on which poles are facing

YEAR 5

- Explain that unsupported objects fall towards the Earth because of gravity
- Identify the effects of air resistance, water resistance and friction
- Recognise that levers, pulleys and gears allow a smaller force to have a greater effect

EARTH & SPACE

YEAR 1

SEASONAL CHANGES

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

YEAR 5

- Describe the movement of the Earth and other planets relative to the Sun
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the Earth's rotation to explain day and night and the apparent movement of the Sun

EVOLUTION

YEAR 6

EVOLUTION AND INHERITANCE

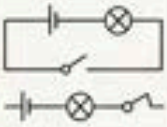
- Recognise that living things have changed over time and fossils provide information about the past
- Recognise that offspring are not identical to their parents
- Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution

REPRESENTATIONS WE USE

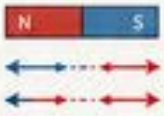
Ray diagrams

Sound wave / vibration diagrams

Circuit diagrams and symbols



Magnet / force arrows



Solar system models

Fossils and adaptation examples

YEAR 1 SCIENCE

BUILDING FOUNDATIONS • EXPLORING THE WORLD

Every great scientist started with curiosity.

In Year 1, children explore the world around them through hands-on experiences, asking simple questions and beginning to work scientifically.

KNOW MORE

REMEMBER MORE

DO MORE

Year 1 is all about wonder and questioning. We encourage children to be curious, make observations and begin to find answers.

WHAT WE LEARN

PLANTS

- Identify and name common wild and garden plants.
- Identify and name the basic parts of a plant.
- Observe and describe how seeds and bulbs grow into mature plants.

ANIMALS INCLUDING HUMANS

- Identify, name, draw and label the basic parts of the human body.
- Say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

MATERIALS

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials.
- Describe the simple physical properties of materials.

SEASONAL CHANGES

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

EVERYDAY MATERIALS

- Compare and group together everyday materials based on their simple properties.
- Identify and name objects made from a variety of everyday materials.

ANIMALS

- Identify and name a variety of common animals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals.

WORKING SCIENTIFICALLY IN YEAR 1

ASK	PLAN	OBSERVE	MEASURE	RECORD	PRESENT	CONCLUDE	EVALUATE
Ask simple questions.	Plan simple investigations.	Make careful observations.	Take simple measurements.	Record results in drawings, charts or tables.	Share results in different ways.	Say what we found out.	Think about what went well.

KEY VOCABULARY

plant	seed	body	materials	hard	season	animal
tree	grow	head	wood	soft	weather	carnivore
flower	bulb	hand	metal	rough	hot	herbivore
leaf	water	foot	plastic	smooth	cold	omnivore
root	sunlight	eye	glass	shiny	rainy	offspring
stem	healthy	ear	fabric	dull	sunny	adult

HOW YOU CAN HELP AT HOME

- Go for nature walks and look for plants and animals together.
- Talk about the weather and the changes you notice.
- Explore everyday materials – what are things made from?
- Encourage your child to ask questions and share ideas.
- Read and enjoy stories about science and the natural world.

YEAR 2 SCIENCE

DISCRETE SCIENCE • WORKING SCIENTIFICALLY • SUMMER SCIENCE TOPIC

In Year 2, children deepen their scientific understanding by comparing, classifying, observing change over time and beginning to explain what they notice using simple evidence.

KNOW MORE

REMEMBER MORE

DO MORE

Year 2 helps children sort, compare, test and explain the world around them.

DISCRETE SCIENCE

The statutory ideas children revisit and build on across the year.

LIVING THINGS & THEIR HABITATS

- Explore and compare the differences between things that are living, dead and never alive.
- Identify that most living things live in habitats to which they are suited.
- Describe how habitats provide basic needs for animals and plants.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Use simple food chains and identify sources of food.

PLANTS

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

ANIMALS INCLUDING HUMANS

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival: water, food and air.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

USES OF EVERYDAY MATERIALS

- Identify and compare the suitability of a variety of everyday materials for different uses.
- Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.

WORKING SCIENTIFICALLY

ASK — Ask simple questions and recognise that they can be answered in different ways.

OBSERVE — Observe closely, using simple equipment.

TEST — Perform simple tests.

CLASSIFY — Identify and classify.

EXPLAIN — Use observations and ideas to suggest answers.

RECORD — Gather and record data to help answer questions.

SUMMER SCIENCE TOPIC

PROFESSOR BRIAN COX — SCIENCE BECOMES COOL!

- Explore who Brian Cox is and his link to Oldham and Chadderton.
- Learn the names and simple properties of the 8 planets and the wider solar system.
- Research and present ideas through "Stargazing Live @ WGE."
- Compare Earth and Mars and ask where humans might travel in the future.

Vocabulary: physicist • universe • planets • solar system • stargazing • astronomer

BEFORE → NOW → NEXT

BEFORE — YEAR 1

Children observed seasons, named common plants and animals, explored basic materials and began asking simple scientific questions.

NOW — YEAR 2

Children compare, classify, test and explain while building stronger scientific vocabulary and understanding.

NEXT — YEAR 3

Learning develops into different enquiry types and new content such as rocks, light, plant functions and the Bernard Lovell/Jodrell Bank summer science journey.

YEAR 3 SCIENCE

OVERVIEW OF LEARNING

In Year 3, children build on their understanding of the world through hands-on investigation and enquiry. They deepen their scientific knowledge across a range of topics and begin to make connections between ideas.

STRAND	WHAT WE LEARN	KEY KNOWLEDGE	KEY SKILLS	EXAMPLES OF LEARNING
PLANTS	• Identify and describe the functions of different parts of flowering plants. • Explore the requirements of plants for life and growth. • Investigate how water is transported within plants.	• Plants have roots, stem, leaves and flowers. • Plants need water, light, nutrients and air to grow and stay healthy. • Water is transported from the roots to the leaves.	• Observe plants carefully. • Identify and label parts of a plant. • Carry out simple investigations. • Record findings in different ways.	 Dissecting a flower to identify its parts and investigating what plants need to grow.
LIVING THINGS & THEIR HABITATS	• Recognise that living things can be grouped in a variety of ways. • Explore and compare different habitats. • Understand how habitats provide for the basic needs of different living things.	• Living things can be classified in different ways. • Habitats provide the conditions living things need to survive. • Environments can change and this can affect living things.	• Group and classify living things. • Use simple keys. • Observe, compare and describe habitats. • Record and present information.	 Classifying living things found in a local habitat and discussing how they are adapted.
ANIMALS INCLUDING HUMANS	• Identify that animals, including humans, need the right types and amount of nutrition. • Understand the benefits of exercise, rest and hygiene. • Explore the functions of the skeleton and muscles.	• Animals need a balanced diet to stay healthy. • Exercise, rest and hygiene are important for health. • Skeletons give shape and support. • Muscles work in pairs to create movement.	• Compare diets and lifestyles. • Identify parts and functions of the skeleton. • Carry out simple research. • Draw conclusions from evidence.	 Investigating how muscles work and creating a balanced meal plan.
ROCKS	• Compare and group different kinds of rocks. • Describe rocks based on their appearance and simple properties. • Explore how fossils are formed.	• Rocks are natural materials. • Rocks have different properties. • Fossils provide evidence of living things from the past.	• Compare, group and classify rocks. • Use simple tests. • Observe fossils and ask questions. • Record results in charts and tables.	 Comparing rocks and exploring real fossils from the past.
LIGHT	• Recognise that we need light to see things and that dark is the absence of light. • Explore how light behaves and how shadows are formed.	• Light is a form of energy. • Light travels in straight lines. • Shadows are formed when light is blocked by an object.	• Observe how light travels. • Investigate shadows and reflections. • Record observations using drawings and labels.	 Making shadow puppets and investigating how shadows change.
FORCES & MAGNETS	• Compare how things move on different surfaces. • Notice that some forces need contact and some do not. • Explore magnets.	• Friction can slow down or speed up movement. • Magnets can attract certain materials. • Magnets have two poles: north and south.	• Test how surfaces affect movement. • Investigate magnets. • Use results to draw simple conclusions.	 Testing different surfaces and investigating which materials are magnetic.

BIG IDEAS IN YEAR 3 SCIENCE

Living things have needs. Materials have properties. Energy can be transferred. Forces affect movement. Observing carefully helps us understand the world.

THROUGH SCIENCE, WE...

- Ask questions and seek answers
- Investigate and test our ideas
- Share our findings and learn together

KNOW MORE

REMEMBER MORE

DO MORE

Our Year 3 curriculum builds understanding, encourages enquiry and helps children make sense of the world around them.

YEAR 4 SCIENCE

DISCRETE SCIENCE • WORKING SCIENTIFICALLY • SUMMER SCIENCE TOPIC

In Year 4, children build on Lower Key Stage 2 foundations by explaining processes more precisely, using classification, accurate measurement and evidence to make sense of patterns and change.

KNOW MORE

REMEMBER MORE

DO MORE

Year 4 is where children deepen their scientific understanding through careful investigation, classification and evidence-based explanations.

DISCRETE SCIENCE

A. LIVING THINGS & THEIR HABITATS

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to group, identify and name living things in the local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

B. ANIMALS INCLUDING HUMANS

- Describe the simple functions of the basic parts of the human digestive system.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret food chains, identifying producers, predators and prey.

C. STATES OF MATTER

- Compare and group materials as solids, liquids or gases.
- Observe changes of state when materials are heated or cooled and measure or research temperatures in degrees Celsius (°C).
- Identify evaporation and condensation in the water cycle and link evaporation rate with temperature.

D. SOUND

- Identify how sounds are made and associate some sounds with vibrations.
- Recognise that vibrations travel through a medium to the ear.
- Find patterns linking pitch to features of the sound source and volume to the strength of vibrations.
- Recognise that sounds get fainter as distance from the source increases.

E. ELECTRICITY

- Identify common appliances that run on electricity.
- Construct a simple series circuit and identify cells, wires, bulbs, switches and buzzers.
- Explain whether a lamp will light from whether it forms a complete loop with a battery.
- Recognise how switches open and close circuits; identify common conductors and insulators, including metals as good conductors.

WORKING SCIENTIFICALLY — YEAR 4

1 ASK & CHOOSE

Ask relevant questions and use different types of scientific enquiry to answer them.

2 PLAN & PREDICT

Make predictions from scientific knowledge; identify what to change, observe or measure and keep the same; set up comparative and fair tests.

3 OBSERVE & MEASURE

Make systematic, careful observations and take accurate measurements using standard units and a range of equipment.

4 RECORD & PRESENT

Gather, classify and record in varied ways; use scientific language, diagrams, keys, bar charts and tables; report findings and conclusions.

5 CONCLUDE & IMPROVE

Use straightforward scientific evidence, draw simple conclusions, identify changes or similarities, and begin to suggest improvements and further questions.

SUMMER SCIENCE TOPIC

HELEN SHARMAN — BRITAIN TO MIR

Project Juno • Soyuz • Mir Space Station • equality • chemistry • orbit

- Learn about Helen Sharman, the first British woman in space, and her visit to the Mir Space Station.
- Explore why her achievement matters and use it as a context for discussing equality of opportunity.
- Use interviews and research to understand her experiences and the route to becoming an astronaut.
- Communicate learning through instructions, biography, recount and discussion.

BEFORE → NOW → NEXT

BEFORE — YEAR 3

Children learned about plant functions, nutrition and skeletons, rocks, light, forces and magnets, while beginning structured enquiries.

NOW — YEAR 4

Children classify living things, explain digestion and food chains, investigate states of matter and sound, and build simple electrical circuits.

NEXT — YEAR 5

Learning develops into life cycles and reproduction, properties and changes of materials, forces, Earth & Space, and the Tim Peake summer science journey.

YEAR 5 SCIENCE

DISCRETE SCIENCE • WORKING SCIENTIFICALLY • SUMMER SCIENCE TOPIC

In Year 5, children deepen scientific understanding by explaining larger systems and changes over time, using evidence, measurements and more independent enquiry.

KNOW MORE

REMEMBER MORE

DO MORE

Year 5 is where children connect scientific ideas to bigger systems — life cycles, forces, materials and space.

DISCRETE SCIENCE

A. LIVING THINGS & THEIR HABITATS

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

B. ANIMALS INCLUDING HUMANS

- Describe the changes as humans develop to old age.

C. PROPERTIES & CHANGES OF MATERIALS

- Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including burning and the action of acid on bicarbonate of soda.

D. EARTH & SPACE

- Describe the movement of the Earth and other planets relative to the sun in the solar system.
- Describe the movement of the moon relative to the Earth.
- Describe the sun, Earth and moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

E. FORCES

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

WORKING SCIENTIFICALLY — YEAR 5

1 ASK SCIENTIFIC QUESTIONS

Ask scientific questions and begin to understand which questions are best suited to different enquiry types.

2 PLAN ENQUIRIES

Make predictions based on scientific knowledge. With support, plan different enquiry types and identify dependent, independent and controlled variables where appropriate.

3 OBSERVE & MEASURE

Use a range of scientific equipment to make systematic and careful observations. Take accurate measurements and start to take repeat readings when appropriate.

4 RECORD & PRESENT

Gather, record and classify data with increasing complexity. Record using scientific diagrams and labels, classification keys, tables, bar graphs and line graphs. Report and present findings, including conclusions, and begin to identify causal relationships.

5 CONCLUDE & EVALUATE

Use scientific evidence to answer questions. Make conclusions based on evidence and findings, identify differences, similarities or changes, and make predictions for new values, suggest improvements and raise further questions.

SUMMER SCIENCE TOPIC

TIM PEAKE & THE EUROPEAN SPACE AGENCY

astronaut • ISS • ESA • orbit • photography • spacewalk

- Focus on Tim Peake and the European Space Agency.
- Create images of Earth from space and write recounts of life aboard the International Space Station.
- Use videos of Tim Peake to participate in a virtual Q&A.
- Design and test rockets through STEM activities and explore what makes a rocket aerodynamic.
- Consider why space exploration matters and how agencies and countries work together.

BEFORE → NOW → NEXT

BEFORE — YEAR 4

classification, digestion and food chains, states of matter, sound, electricity, Helen Sharman.

NOW — YEAR 5

life cycles and reproduction, human development to old age, material properties and changes, Earth & Space, forces, Tim Peake.

NEXT — YEAR 6

classification of living things, circulatory system and lifestyle, light, electricity, evolution and inheritance, Russian Space Exploration.

YEAR 6 SCIENCE

DISCRETE SCIENCE • WORKING SCIENTIFICALLY • SUMMER SCIENCE TOPIC

In Year 6, children use increasingly precise scientific language, evidence and data to explain more complex ideas, justify conclusions and evaluate the quality of their enquiries.

KNOW MORE

REMEMBER MORE

DO MORE

Year 6 is where scientific thinking becomes more independent, precise and evidence-led.

DISCRETE SCIENCE

LIVING THINGS & THEIR HABITATS

- Describe how living things are classified into broad groups according to common observable characteristics, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

ANIMALS INCLUDING HUMANS

- Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.
- Describe how nutrients and water are transported within animals, including humans.

LIGHT

- Recognise that light travels in straight lines.
- Use this to explain that objects are seen because they give out or reflect light into the eye.
- Explain that light travels from sources to our eyes, or from sources to objects and then to our eyes.
- Use straight-line travel to explain why shadows have the same shape as the objects that cast them.

ELECTRICITY

- Associate brightness of a lamp or volume of a buzzer with the number and voltage of cells used.
- Compare and give reasons for variations in how components function, including bulbs, buzzers and switches.
- Use recognised symbols when representing a simple circuit in a diagram.

EVOLUTION & INHERITANCE

- Recognise that living things have changed over time and that fossils provide information about life millions of years ago.
- Recognise that offspring are of the same kind but normally vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.

WORKING SCIENTIFICALLY — YEAR 6

1 ASK & PLAN
Ask relevant scientific questions, choose suitable enquiry types and plan investigations, recognising and controlling variables where necessary.

2 MEASURE
Use a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.

3 RECORD
Record increasingly complex data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs.

4 PRESENT & CONCLUDE
Present conclusions, causal relationships, explanations and a degree of trust in results in oral and written forms.

5 EVALUATE
Use test results to make predictions for further tests; suggest improvements, consider accuracy and identify evidence that supports or refutes ideas.

SUMMER SCIENCE TOPIC

RUSSIAN SPACE EXPLORATION

Laika • Yuri Gagarin • Valentina Tereshkova • Space Race • Cold War • orbit • ethics

- Explore key moments and people in Soviet/Russian space exploration, including Laika and the first human experience in orbit.
- Consider the ethics of using animals in early space missions and build balanced, evidence-based arguments.
- Place exploration within the wider context of the Space Race and Cold War.
- Use scientific and historical evidence to debate responsibility, risk, progress and the human cost of exploration.

BEFORE → NOW → NEXT

BEFORE — YEAR 5
Life cycles and reproduction, human development, material properties and changes, forces, Earth & Space and Tim Peake.

NOW — YEAR 6
Classification with reasons, circulation and lifestyle, light, electricity, evolution and increasingly independent enquiry.

NEXT — SECONDARY SCIENCE
More formal models, variables, quantitative evidence and increasingly specialised biology, chemistry and physics.

OUR SUMMER SCIENCE JOURNEY

Reception to Year 6

CURIOSITY • DISCOVERY • INNOVATION • EXPLORATION • RESPONSIBILITY

KNOW MORE

REMEMBER MORE

DO MORE

> To know where we are going, we need to understand where we have been.

1 RECEPTION ROOTS

Earth, the Moon, the environment and early scientific wonder.

2 YEAR 1 – THE SKY ABOVE US

Constellations, myths and legends, the North Star and simple navigation.

3 YEAR 2 – BRIAN COX

Curiosity about the universe, scientific communication and asking bigger questions.

4 YEAR 3 – BERNARD LOVELL

Jodrell Bank, radio astronomy, engineering and Manchester's role in space exploration.

5 YEAR 4 – HELEN SHARMAN

Britain's first astronaut, Mir, equality of opportunity and life in space.

6 YEAR 5 – TIM PEAKE

The ISS, living and working in space, adaptation and human exploration.

7 YEAR 6 – RUSSIAN SPACE EXPLORATION

Laika, Yuri Gagarin, Valentina Tereshkova, the Space Race, ethics and responsibility.

THE PROGRESSION STORY

CURIOSITY → DISCOVERY → INNOVATION → EXPLORATION → RESPONSIBILITY

Across the summer science journey, children move from wonder and first questions towards deeper knowledge, historical understanding and thoughtful responsibility.

WHITEGATE END PRIMARY SCHOOL & NURSERY

PART 5

HISTORY

> The more we know about the past, the better prepared we are for the future.

WE NURTURE | WE ACT WITH INTEGRITY | WE SHOW DETERMINATION

HISTORY AT WHITEGATE END

WHY HISTORY?

History helps us understand who we are, where we come from and how the world has changed. It inspires curiosity, builds empathy and deepens our understanding of people, places and events from the past. By studying History, we learn from the experiences of others, celebrate diversity and make sense of the world around us.

At Whitegate End, we believe History empowers children to think critically, ask thoughtful questions and become informed, compassionate citizens who can shape a better future.

KEY DISCIPLINARY CONCEPTS

These concepts are woven throughout our History curriculum and are revisited and developed at every stage of the children's learning journey.

CHRONOLOGY	Understanding the order in which events happened and how time, duration and change are connected. Pupils learn to place events, people and periods on timelines and compare them across time.
CAUSE	Exploring why events and changes happened. Pupils investigate the reasons behind actions and decisions, identifying the factors that caused change.
CONSEQUENCE	Considering what happened as a result of events and actions. Pupils explore the outcomes, both intended and unintended, and how these continue to impact the world today.
SIMILARITY	Recognising features that are alike in people, events or periods of history. Pupils identify patterns and connections across time and place.
DIFFERENCE	Identifying features that are different across people, events and periods. Pupils develop understanding of change, contrast and diversity in the past.
SIGNIFICANCE	Understanding why some events, people and developments are more important than others. Pupils evaluate the impact and lasting legacy of key moments in history.
EVIDENCE	Using a range of sources to find out about the past. Pupils learn to ask questions, gather information and recognise the value and limitations of different types of evidence.
INTERPRETATION	Making sense of evidence and forming informed opinions. Pupils consider how and why interpretations of the past may differ and learn to justify their own ideas with evidence.

OUR HISTORY JOURNEY

Family → Living Memory → Oldham → Romans / Manchester → Britain Through Time → Ancient Greece → Ancient Egypt / Early Islamic Civilisation

EYFS RECEPTION

RECEPTION ROOTS – Me, My Home, My Family

Children explore family trees, how families are similar and different, occupations and the people who help us.
This provides the foundation for Year 1.

YEAR 1

MY SCHOOL – WHITEGATE END

Changes within living memory: old and new toys; school life then and now; changes in national life.
Queen Elizabeth II and King Charles III; Jubilee and Coronation.

YEAR 2

MY TOWN – OLDHAM

Events beyond living memory: Oldham mills and the Industrial Revolution. Local significant individuals including Annie Kenney and Winston Churchill. Chronology and local heritage.

YEAR 3

MY CITY – MANCHESTER

The Roman Empire and its impact on Britain, especially Manchester; local history study; impact of war on Manchester.
Notable local figures: Alan Turing and Emmeline Pankhurst.

YEAR 4

MY COUNTRY – THE UK

Vikings and Anglo-Saxons up to Edward the Confessor.
Comparisons with Roman Britain; Stone Age comparisons.
Chronology, sources, invasions, settlement and law.

YEAR 5

MY CONTINENT – EUROPE

Ancient Greece: Greek life and achievements; democracy and influence on Britain and the western world.
Similarities and differences with modern life.

YEAR 6

MY WORLD – THE EARTH

Ancient Egypt and Early Islamic Civilisation: engineering, agriculture and the River Nile; achievements of early civilisations.
Early Islamic Civilisation as the birthplace of modern maths; compare beliefs, trade routes and influence.

BIG PICTURE – WHY THIS JOURNEY?

- We begin in children's immediate world and living memory, building secure foundations.
- We move from local to national to global, travelling further through time and across places.
- We explore how events, people and achievements have shaped the world we live in today.
- We build increasingly sophisticated historical thinking and skills: chronology, sources, comparison, cause and consequence, interpretation and significance.

Each teacher teaches one part of this seven-year journey, building knowledge, skills and understanding year by year.

BEFORE → NOW → NEXT

BEFORE
We look back to understand people, places and events.

↓

NOW
We connect the past to life today.

↓

NEXT
We think ahead and imagine the future.

HISTORICAL THINKING

These core concepts help us think like historians.
They guide how we explore the past, ask questions,
and make sense of historical events and people.

CHRONOLOGY	Understanding the order in which events happen and how time, duration and change are connected. We place events, people and periods on timelines and compare them across time.
CAUSE	Exploring why events and changes happened. We investigate the reasons behind actions and decisions, identifying the factors that caused change.
CONSEQUENCE	Considering what happened as a result of events and actions. We explore the outcomes, both intended and unintended, and how these continue to impact the world today.
SIMILARITY	Recognising features that are alike in people, events or periods of history. We identify patterns and connections across time and place.
DIFFERENCE	Identifying features that are different across people, events and periods. We develop understanding of change, contrast and diversity in the past.
SIGNIFICANCE	Understanding why some events, people and developments are more important than others. We evaluate the impact and lasting legacy of key moments in history.
EVIDENCE	Using a range of sources to find out about the past. We learn to ask questions, gather information and recognise the value and limitations of different types of evidence.
INTERPRETATION	Making sense of evidence and forming informed opinions. We consider how and why interpretations of the past may differ and learn to justify our ideas with evidence.

YEAR 1 HISTORY

In Year 1, the children learn about events and changes within their living memory. We make use of those who have experienced these through parents, grandparents and other members of the community. We learn about changes such as the advancement of technology and toys and begin to think about the impact that this has had on our own lives, both positively and negatively.

We compare school life with those who went to school in the past and identify the different subjects that were taught, playground games that were popular, etc. We research and ask questions about changes to National life – Queen to King – Jubilee vs Coronation – and begin to develop our historical vocabulary.

KEY LEARNING

1 LIVING MEMORY
Events and changes within living memory (e.g. technology, toys, school life).

2 PEOPLE AND COMMUNITIES
Use of parents, grandparents and the wider community to share experiences and stories.

3 NATIONAL LIFE
Queen to King and the difference between Jubilee and Coronation.

4 SCHOOL LIFE
Compare past and present school life, subjects taught and playground games.

5 HISTORICAL VOCABULARY
Develop and use key historical terms and ask questions about the past.

KEY VOCABULARY

TIER 1

- living memory
- mill
- events
- past
- present
- Oldham
- local

TIER 2

- 1950's
- local
- beyond
- historian
- community
- war

TIER 3

- Winston Churchill
- Emmeline Pankhurst
- industrial revolution
- artefact
- chronological

PEDAGOGY & HIGH QUALITY TEXTS

RETRIEVAL PRACTICE | SPACED PRACTICE | ASSESSMENT | HIGH QUALITY TEXTS

HIGH QUALITY TEXTS

- The King's Pants
- The Queen's knickers
- The boy who would be King
- Once upon an ordinary school day
- Famous Five – Enid Blyton

PART 5 — HISTORY

YEAR 2 HISTORY

In Year 2, we learn about events beyond living memory and link this to our own lived experiences. We study the Mills of Oldham and the Industrial Revolution, including its impact on Oldham but also across the country and the wider world.

We learn about inspirational 'local' people who have affected our lives and those of others nationally such as, but not exclusively, Annie Kenney, an Oldham born Suffragette who fought for women's right to vote in the early 20th Century, and Winston Churchill, who started his political career as an MP for Oldham.

KEY LEARNING

1 BEYOND LIVING MEMORY
Explore events that happened beyond living memory and understand how we find out about the past.

2 THE MILLS OF OLDHAM
Learn about the mills of Oldham and how they changed work, life and the local community.

3 THE INDUSTRIAL REVOLUTION
Understand what the Industrial Revolution was and its impact on Oldham, the UK and the wider world.

4 INSPIRATIONAL LOCAL PEOPLE
Learn about Annie Kenney and Winston Churchill and the difference they made.

5 CHRONOLOGY
Place events and people in chronological order and understand how timelines help us.

6 COMPARING PAST AND PRESENT
Compare life in the past with life today and describe the changes.

KEY VOCABULARY

TIER 1

- living memory
- mill
- events
- past
- present
- Oldham
- local

TIER 2

- 1950's
- beyond
- historian
- community
- local
- war

TIER 3

- Winston Churchill
- Emmeline Pankhurst
- industrial revolution
- artefact
- chronological

PEDAGOGY & HIGH QUALITY TEXTS

RETRIEVAL PRACTICE | SPACED PRACTICE | ASSESSMENT | HIGH QUALITY TEXTS

HIGH QUALITY TEXTS

- Leather Shoe Charlie
- A Street Through Time
- Emmeline Pankhurst
- Winston Churchill
- Gallery Oldham Curriculum Boxes

YEAR 3 HISTORY

In Year 3, we learn about the Roman Empire and its impact on Britain, specifically Manchester, our nearest city.

The children will also take part in a local history study and examine the impact of War on Manchester. We look at how our current lives differ from these periods of history.

We will also look at the lives and work of notable people from the city, such as Alan Turing and Emmeline Pankhurst, and consider the impact they had on Manchester and the wider world.

KEY LEARNING

1 THE ROMAN EMPIRE

Understand why the Romans invaded Britain, how they built an empire and the impact they had on life in Britain, including Manchester.

2 LOCAL HISTORY: ROMANS IN MANCHESTER

Explore Roman sites in and around Manchester and learn how the Romans shaped our local area.

3 THE IMPACT OF WAR ON MANCHESTER

Learn about World War 2, the Blitz and how life in Manchester was affected for children and families.

4 NOTABLE PEOPLE

Investigate the lives and achievements of Alan Turing and Emmeline Pankhurst and their lasting impact on Manchester and the world.

5 SOURCES AND EVIDENCE

Use a range of sources to find out about the past and consider how reliable and useful they are.

6 CHRONOLOGY AND TIMELINES

Place events and people in chronological order and understand how the past connects to today.

KEY VOCABULARY

TIER 1

- ancient
- local
- events
- past
- present
- Oldham
- Manchester

TIER 2

- industrial
- settlement
- sources
- war
- Blitz
- legacy
- archaeology

TIER 3

- Julius Caesar
- Romanisation
- Hadrian's Wall
- resistance
- Alan Turing
- Emmeline Pankhurst
- chronological

PEDAGOGY & HIGH QUALITY TEXTS

RETRIEVAL PRACTICE | SPACED PRACTICE | ASSESSMENT FOR LEARNING | HIGH QUALITY TEXTS

HIGH QUALITY TEXTS

- Escape from Pompeii – Christina Balit
- The Secrets of Roman Manchester – Malcolm Rose
- The Lion and the Unicorn – Shirley Hughes
- Letters from the Lighthouse – Emma Carroll
- Emmeline – Laura M. Brodian

YEAR 4 HISTORY

In Year 4, we study Britain through time, exploring the Stone Age to the Iron Age and the Roman invasion of Britain.

We then focus on the Viking and Anglo-Saxon struggle for England up to the time of Edward the Confessor.

Pupils make links between periods, compare ways of life and use a range of sources to understand how the past is represented.

We build historical knowledge, vocabulary and skills to help children think critically about change, conflict and continuity.

KEY LEARNING

1 BRITAIN THROUGH TIME
Explore life in the Stone Age to Iron Age and the Roman invasion of Britain. Compare daily life, beliefs and achievements across different periods.

2 VIKINGS AND ANGLO-SAXONS
Understand the Viking raids and invasions and the Anglo-Saxon kingdoms. Explore the struggle for England and key figures such as Alfred the Great.

3 EDWARD THE CONFESSOR
Learn about the rule of Edward the Confessor and why his death in 1066 was such a pivotal moment in British history.

4 SOURCES AND EVIDENCE
Use a range of sources to find out about the past and understand that different versions of events may exist.

5 CHRONOLOGY AND LINKS
Place events on a timeline and make connections between periods, noting trends, contrasts and changing aspects of life.

6 COMPARE AND CONTRAST
Compare settlements, homes, food, clothing, transport and beliefs across different periods.

KEY VOCABULARY

TIER 1

- timeline
- past
- present
- ancient
- events
- changes
- Britain

TIER 2

- invasion
- conquest
- settlement
- kingdom
- resistance
- evidence
- legacy

TIER 3

- Palaeolithic
- Romanisation
- Danelaw
- Anglo-Saxon
- chronology
- source
- representation

PEDAGOGY & HIGH QUALITY TEXTS

RETRIEVAL PRACTICE | SPACED PRACTICE | ASSESSMENT FOR LEARNING | HIGH QUALITY TEXTS

HIGH QUALITY TEXTS

- Anglo-Saxons and Vikings – Marcia Williams
- The Anglo-Saxon Boy – Tony Bradman
- How to Train Your Dragon (How to be a Viking) – Cressida Cowell
- Stone Age Boy – Satoshi Kitamura
- The Time Traveller – Berlie Doherty

PART 5 — HISTORY

YEARS 5 & 6 HISTORY JOURNEY

Extending chronological knowledge beyond Britain.

In Upper Key Stage 2, pupils extend their chronological knowledge beyond Britain by studying Ancient Greece in Year 5 and Ancient Egypt alongside the Early Islamic Civilisation in Year 6. Through enquiry, comparison and the use of sources, pupils explore legacy, civilisation, innovation, belief and power, and consider how the past continues to shape the modern world.

YEAR 5 — ANCIENT GREECE

1. **Study** Greek life and achievements and their influence on the western world.
2. **Explain** how Ancient Greece has influenced Britain, including democracy and British Values.
3. **Explore** the importance of Greek myths and gods in Ancient Greek society.
4. **Recognise** wider Greek legacy, for example theatre, architecture, philosophy, the Olympics, language and mathematics.
5. **Compare** similarities and differences between Ancient Greece, modern Britain and the wider western world.

HIGH QUALITY TEXT
Percy Jackson's Greek Gods series

DISCIPLINARY FOCUS
Chronology • Comparison • Significance
Evidence • Legacy

YEAR 6 — ANCIENT EGYPT & EARLY ISLAMIC CIVILISATION

1. **Study** Ancient Egypt as one of the earliest civilisations and understand its achievements and influence on the world.
2. **Explain** how the River Nile supported agriculture, settlement and larger cities.
3. **Explore** engineering, pyramids, tombs, pharaohs and the significance of religion in Ancient Egyptian life.
4. **Use** archaeology and a range of historical sources to extract information and evaluate reliability.
5. **Study** the Early Islamic Civilisation as a non-European society that provides contrast with British history.
6. **Explain** how the Early Islamic Civilisation became the birthplace of modern maths.
7. **Compare** religious beliefs, trade routes and cultural influence.

HIGH QUALITY TEXT
Secrets of a Sun King

DISCIPLINARY FOCUS
Chronology • Interpretation • Evidence
Significance • Comparison

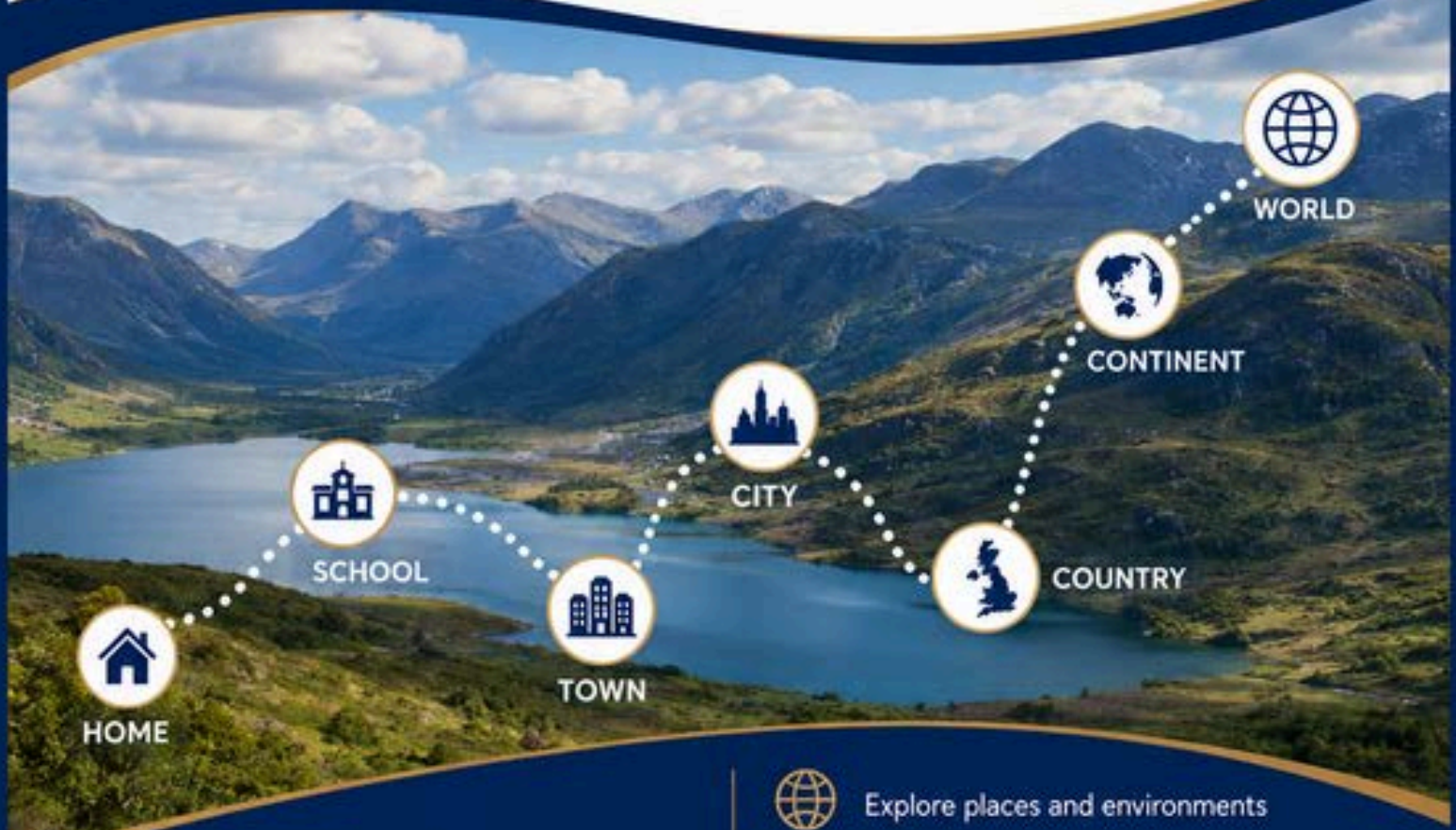
THREADS ACROSS UKS2

- CHRONOLOGY & DURATION
- CIVILISATION & LEGACY
- EVIDENCE & INTERPRETATION
- SIMILARITY & DIFFERENCE
- BELIEF, POWER & SOCIETY
- INFLUENCE ON THE MODERN WORLD

PART 6

GEOGRAPHY

Understanding our world.
Preparing for the future.



WHY GEOGRAPHY?

Geography helps us make sense of the world. It builds curiosity, understanding and respect for places, people and environments. It prepares our children to be responsible citizens who can make informed decisions about the future.

- Explore places and environments
- Understand people and cultures
- Make connections
- Investigate patterns and processes
- Take action for a better world

OUR GEOGRAPHY JOURNEY

CURIOSITY
We ask questions about the world around us.

DISCOVERY
We explore places, people and patterns with an enquiring mind.

INNOVATION
We use knowledge to make sense of challenges.

EXPLORATION
We investigate our world near and far.

RESPONSIBILITY
We care for our world and act for a better future.

GEOGRAPHY AT WHITEGATE END

GEOGRAPHY HELPS CHILDREN MAKE SENSE OF THE WORLD.

Through Geography, children explore the places around them, understand how people live and work, investigate patterns and processes, and consider how we can look after our planet.

Our Geography curriculum builds knowledge step-by-step from the local to the global, deepening understanding year on year.

From home to the world, we help children become curious, confident geographers.

OUR KEY GEOGRAPHY IDEAS

PLACE
We explore places and understand their features, challenges and opportunities.

SPACE
We understand where places are and how they connect.

SCALE
We think about places at different scales: local, national and global.

ENVIRONMENT
We study physical and human environments and how they interact.

CONNECTION
We explore how people, places and environments are connected.

CHANGE
We understand change over time and how places and people adapt.

WHAT MAKES GEOGRAPHY POWERFUL?

- **It develops curiosity.** Children ask questions about the world around them.
- **It builds understanding.** Children learn about places, environments and cultures.
- **It builds skills.** Mapping, fieldwork, data and communication bring learning to life.
- **It builds responsibility.** Children learn how we can care for our world and each other.
- **It prepares for the future.** Geography helps children become informed, thoughtful citizens.

GEOGRAPHY SKILLS WE DEVELOP

- Use maps, globes and atlases
- Ask questions and investigate
- Collect, record and present data
- Describe and compare places
- Understand physical and human processes
- Use geographical vocabulary confidently
- Explain patterns, connections and change
- Think critically and evaluate evidence

THE GEOGRAPHY JOURNEY: FROM LOCAL TO GLOBAL

HOME
Where we begin.

SCHOOL
Our immediate environment.

TOWN
Our local community.

CITY
Our nearest city.

COUNTRY
Our country and its regions.

CONTINENT
Our place in Europe.

WORLD
Our global world.

OUR GEOGRAPHY JOURNEY

From our immediate world to the wider world and beyond.

HOME

Our homes and the places we live.

SCHOOL

Our school and the local environment.

TOWN

Our town and the human features within it.

CITY

Our nearest city and its importance.

COUNTRY

Our country, England, the UK.

CONTINENT

Our place in Europe and the wider world.

WORLD

Our global world and our shared future.

Geography helps children understand the world around them and their place within it.

Our curriculum is carefully sequenced so that children build knowledge from the familiar to the far away, developing their understanding of places, people, environments and processes.

At each stage, children revisit concepts with increasing depth, making connections, spotting patterns and understanding change over time.

This journey prepares children to be informed, thoughtful and responsible citizens of the world.

PROGRESSION IN GEOGRAPHY

EXPLORE
Children explore places, features and environments in their local area.

OBSERVE
They observe and ask questions, beginning to notice patterns and differences.

UNDERSTAND
They build knowledge about places, people and physical features.

CONNECT
They make connections between places and understand interdependence.

CHANGE
They understand change over time and the impact of human and physical processes.

CARE
They develop empathy and a sense of responsibility for our world.

THE GEOGRAPHY JOURNEY: BIGGER PICTURE

As children progress through their seven years at Whitegate End, their geographical understanding grows wider and deeper.

LOCAL TO GLOBAL.
FAMILIAR TO COMPLEX.
UNDERSTANDING TO ACTION.

Helping children make sense of the world and shape its future.

THINKING LIKE A GEOGRAPHER

Geography is more than learning about places.
It is thinking, questioning and understanding the world.

At Whitegate End, we develop curious, confident geographers who explore the world around them, make sense of it and care for it.

THE GEOGRAPHICAL LENSES WE USE

Geographers look at the world through different lenses.
These eight key ideas help children ask better questions and find deeper answers.

PLACE
We describe and understand places and their features.

What is this place like? Why?

SPACE
We understand where things are and how spaces are organised.

Where is it? How is it arranged?

SCALE
We think about size and distance – from local to global.

How does this look at a different scale?

ENVIRONMENT
We explore natural and human environments and how they interact.

What is it like here? Why?

CONNECTION
We see how people, places and environments are connected.

How are things linked together?

CHANGE
We understand how places and environments change over time.

How has this place changed? Why?

HUMAN & PHYSICAL PROCESSES
We investigate the processes that shape our world.

What created this? How?

FIELDWORK
We gather data and evidence to answer our questions.

What can we find out for ourselves?

HOW WE THINK AND WORK

ASK	We ask questions and show curiosity about the world.
INVESTIGATE	We gather information from a range of sources and places.
ANALYSE	We look for patterns, differences and relationships.
EXPLAIN	We share our ideas and explain what we have found out.
EVALUATE	We think critically and reflect on our learning.
ACT	We use our knowledge to care for our world and make a difference.

FROM LOCAL TO GLOBAL

Our geography learning builds step-by-step, helping children see the bigger picture.

HOME – Understand our home and local area.

SCHOOL – Explore our school and immediate environment.

TOWN – Discover our town and human features.

CITY – Investigate cities and their importance.

COUNTRY – Understand our country and its regions.

CONTINENT – Explore continents and diverse landscapes.

WORLD – See the world as a whole system.

The better we understand our world, the better we can look after it.

YEAR 1 GEOGRAPHY

Exploring places close to home.
Beginning our journey as geographers.

WHY THIS? WHY NOW?

In Year 1, children start with the places and spaces they know best. They explore their immediate environment, learn to observe and ask questions, and develop the first skills of a geographer.

This early understanding builds the foundations for exploring further afield in Year 2 and beyond.

OUR GEOGRAPHY FOCUS IN YEAR 1

OUR SCHOOL AND GROUNDS

Exploring the features of our school and grounds, using simple maps and observations to learn how we can look after our environment.

OUR LOCAL AREA

Learning about the human and physical features of our local area, important places, and how we can find our way around safely.

KEY GEOGRAPHY IDEAS

PLACE
We identify and describe the places we know.

SPACE
We understand where things are and how spaces are organised.

SCALE
We use simple maps and pictures to represent spaces.

ENVIRONMENT
We explore the human and physical features around us.

CONNECTION
We see how people use places and how places meet our needs.

CHANGE
We notice how places and environments can change.

BEFORE → NOW → NEXT

BEFORE: WHAT CHILDREN SHOULD ALREADY KNOW

- Named places that are familiar to them (e.g. home, school, park).
- Talked about what they see on a walk or journey.
- Noticed some features of their local environment.

NOW: IN YEAR 1

- Identify and describe features of our school and local area.
- Use simple maps, plans and pictures.
- Learn about human and physical features.
- Begin to understand how we can look after our environment.

NEXT: WHERE THIS LEADS

- In Year 2, children explore our town of Oldham in more depth.
- They compare places and begin to understand how places change over time.

KEY GEOGRAPHY SKILLS IN YEAR 1

OBSERVE
We observe our surroundings and notice features.

MAP
We use simple maps and plans to show places.

LOCATE
We locate places in our school and local area.

RECORD
We draw, label and record what we see and find out.

COMMUNICATE
We talk about our learning using geographical vocabulary.

> "The best journeys begin close to home. From there, we can go anywhere.

YEAR 2 GEOGRAPHY

Exploring our town.
Understanding places and how they change.

WHY THIS? WHY NOW?

In Year 2, children build on their knowledge of their local area by exploring their town of Oldham.

They learn to use maps more confidently, identify human and physical features, understand how places change and begin to compare their town with other places.

This deepens their understanding of community, identity and the wider world.

OUR GEOGRAPHY FOCUS IN YEAR 2

OUR TOWN: OLDHAM

Learning about Oldham – its features, landmarks, people and how it has changed over time.

COMPARING PLACES

Comparing Oldham with another town or a place in the UK to identify similarities and differences.

KEY GEOGRAPHY IDEAS

PLACE
We understand what places are like and what makes them special.

SPACE
We understand where places are and how they are linked.

SCALE
We look at places from small scale (local) to larger scale (UK).

ENVIRONMENT
We explore human and physical features and how they affect places.

CONNECTION
We see how people and places are connected by movement, services and ideas.

CHANGE
We understand that places change over time and for different reasons.

BEFORE → NOW → NEXT

BEFORE: WHAT CHILDREN SHOULD ALREADY KNOW

- Named and described features of their school and local area.
- Used simple maps and photographs.
- Talked about physical and human features.
- Noticed changes in their local environment.

NOW: IN YEAR 2

- Explore Oldham and identify key human and physical features.
- Use simple maps, keys and symbols with more confidence.
- Learn about how Oldham has changed over time.
- Compare Oldham with another town or a place in the UK.

NEXT: WHERE THIS LEADS

- In Year 3, children explore Greater Manchester and compare cities.
- They use more complex maps and data.
- They begin to understand regions, counties and the UK more broadly.

KEY GEOGRAPHY SKILLS IN YEAR 2

OBSERVE
We observe and ask questions about places and our environment.

MAP
We use and follow simple maps, keys and symbols.

LOCATE
We locate Oldham and other places on maps and globes.

RECORD
We draw sketch maps, tables and simple fieldwork notes.

COMMUNICATE
We use vocabulary to describe places and share our learning.

COMPARE
We identify similarities and differences between places.

OUR GEOGRAPHY LEARNING IN YEAR 2

Through our Geography learning, we build knowledge, skills and understanding to help us make sense of the places around us and beyond.

The more we know about places, the more we can care for our world.

YEAR 3 GEOGRAPHY

Exploring our city and country.
Understanding where we live in the UK.

WHY THIS? WHY NOW?

In Year 3, children extend their understanding beyond their local area to explore their city, Manchester, and the country they live in, the United Kingdom.

They learn to locate key places, understand physical and human features, and use maps and compass points with greater independence.

They begin to see how places connect and how our environment influences the way people live.

OUR GEOGRAPHY FOCUS IN YEAR 3

OUR CITY: MANCHESTER

Exploring the location, features and importance of Manchester as a major city in the North West of England.

OUR COUNTRY: THE UNITED KINGDOM

Learning about the countries, key physical features and human characteristics of the UK.

MAPS & COMPASS POINTS

Using maps, atlases and digital mapping to locate places and understand direction and distance.

KEY GEOGRAPHY IDEAS

PLACE
We identify and describe places, their features and what makes them important.

SPACE
We understand where places are located and how they are connected.

SCALE
We explore places from a local scale to a national scale (city to country).

ENVIRONMENT
We explore physical and human environments and how people interact with them.

CONNECTION
We understand how people, places and environments influence one another.

CHANGE
We look at how places change over time and why.

BEFORE → NOW → NEXT

BEFORE: WHAT CHILDREN SHOULD ALREADY KNOW

- Key features of their home, school and local area.
- Simple maps and basic symbols.
- The names of some towns and villages in the UK.
- Human and physical features in their local environment.

NOW: IN YEAR 3

- Locate Manchester and other major cities.
- Identify human and physical features of Manchester.
- Identify the countries and capital cities of the UK.
- Use maps, atlases and compass points.
- Understand how places are connected.

NEXT: WHERE THIS LEADS

- In Year 4, children explore regions and counties of the UK.
- They compare areas and investigate climates and landscapes.
- They begin to understand how people affect environments on a larger scale.

KEY GEOGRAPHY SKILLS IN YEAR 3

OBSERVE
We observe and ask questions about places and environments.

MAP
We use maps, atlases and digital tools.

LOCATE
We find and locate places using continent, country, region and city.

RECORD
We draw maps, label features and record our observations.

COMMUNICATE
We use geographical vocabulary to explain places and patterns.

COMPARE
We compare places and identify similarities and differences.

OUR GEOGRAPHY LEARNING IN YEAR 3

From our city of Manchester to the country we call home – we explore, connect and understand.

YEAR 4 GEOGRAPHY

Exploring our continent and the wider world.
Understanding environments, climates and human impact.

WHY THIS? WHY NOW?

In Year 4, children broaden their geographical understanding to include Europe, study key physical features such as mountains and rivers, and explore how environments shape life.

They investigate climate zones and biomes, and begin to understand how people's choices can impact places both locally and globally.

OUR GEOGRAPHY FOCUS IN YEAR 4

EUROPE: OUR CONTINENT

Locating European countries and capital cities, exploring physical features and comparing key places.

PHYSICAL GEOGRAPHY

Studying mountains, rivers and the water cycle, and how the land and water shape our world.

ENVIRONMENTS AND IMPACT

Exploring climate zones and biomes, and understanding how human actions impact the environment.

KEY GEOGRAPHY IDEAS

PLACE
We identify, describe and compare places and their key features.

SPACE
We understand where places are in relation to each other and how they are connected.

SCALE
We explore places at different scales – from local to continental and global.

ENVIRONMENT
We explore natural environments, climate and how humans interact with the world.

CONNECTION
We understand how people, places and environments influence and depend on one another.

CHANGE
We explore how places and environments change over time and why.

BEFORE → NOW → NEXT

BEFORE: WHAT CHILDREN SHOULD ALREADY KNOW

- Locate and name European countries and seas.
- Identify key physical features such as mountains and rivers.
- Understand basic climate vocabulary.
- Know how maps and atlases can help us find information.

NOW: IN YEAR 4

- Explore Europe in more detail and compare places.
- Study significant physical features and the water cycle.
- Learn about climate zones and biomes.
- Investigate how human activity affects environments and how we can make responsible choices.

NEXT: WHERE THIS LEADS

- In Year 5, children explore South America and global issues in more depth.
- They compare regions and investigate sustainability on a larger scale.
- They develop fieldwork skills and use a wider range of data.

KEY GEOGRAPHY SKILLS IN YEAR 4

OBSERVE
We observe places and ask geographical questions.

MAP
We use maps, atlases and digital tools to find and show information.

LOCATE
We locate countries, cities and physical features using maps and globes.

RECORD
We record information through notes, tables, sketches and diagrams.

COMMUNICATE
We use vocabulary to describe places and explain our geographical thinking.

COMPARE
We compare places, environments and patterns to find similarities and differences.

OUR GEOGRAPHY LEARNING IN YEAR 4

From mountains and rivers to cities and climates, we explore our world with curiosity and care.

We learn to think geographically and act responsibly.

YEARS 5 & 6 GEOGRAPHY JOURNEY

Developing a deep understanding of the world.
Thinking globally. Acting responsibly.

YEAR 5 GEOGRAPHY

EXPLORE — Build knowledge.

INVESTIGATE — Ask questions and collect evidence.

ANALYSE — Look for patterns and relationships.

EVALUATE — Draw conclusions and consider impact.

CONNECT — Link learning locally, nationally and globally.

SOUTH AMERICA

Exploring the countries, climates, rainforests and human geography of South America. Comparing regions and considering environmental sustainability.

MOUNTAINS

Investigating how mountains are formed, the physical processes that shape them and how people live and work in mountainous environments.

NORTH AMERICA

Locating countries and capital cities, exploring biomes and landscapes, and comparing life in different parts of North America.

POPULATION

Understanding population distribution, migration and urbanisation, and the impact on communities and environments.

NATURAL DISASTERS

Exploring earthquakes, volcanoes, tsunamis and floods, understanding their causes and the impact on people and places.

YEAR 6 GEOGRAPHY

EXPLORE — Build knowledge.

INVESTIGATE — Ask questions and collect evidence.

ANALYSE — Look for patterns and relationships.

EVALUATE — Draw conclusions and consider impact.

CONNECT — Link learning locally, nationally and globally.

THE UK

Deepening understanding of the UK's physical and human geography, regions, counties and how they are connected and interdependent.

AFRICA

Exploring the diverse countries, climates, resources and cultures of Africa and considering global opportunities and challenges.

GLOBAL ISSUES

Investigating climate change, poverty, inequality, resource management and how people and communities can create positive change.

FIELDWORK

Planning, carrying out and evaluating fieldwork to collect data, analyse findings and draw meaningful conclusions.

RESPONSIBILITY

Understanding our place in the morld and the choices we make to create a more sustainable and fair future for everyone.

BUILDING CONFIDENCE. BROADENING PERSPECTIVES. DEVELOPING CITIZENS OF THE WORLD.

- We understand people and places.
- We appreciate our environment.
- We make connections.
- We value fairness.
- We act with responsibility.
- We are ready for the world.

Our geography journey helps children see the world clearly, care about it deeply and play their part in making it better.

> "The more we understand our world, the more empowered we are to change it."

MUSIC

Listening. Singing. Creating. Performing. Appraising.

Music at Whitegate End is about listening, singing, creating, performing and appraising — connecting classroom music, singing and Manchester music heritage.

THREE CONNECTED LAYERS

CLASSROOM MUSIC

Listen • Sing • Play • Improvise • Compose • Perform • Appraise

SINGING

Whole-school singing builds confidence, ensemble skills and musical understanding.

MADE IN MANCHESTER

Our local music heritage connects musical learning with place, identity, cultural capital and aspiration.

THE MUSICAL JOURNEY

LISTEN → SING → PLAY → IMPROVISE → COMPOSE → PERFORM → APPRAISE

> "To know where you are going, you need to know where you have been."

MUSIC AT WHITEGATE END

Three connected layers. One coherent musical journey.

1 WHAT MUSIC LOOKS LIKE AT WHITEGATE END

Music at Whitegate End is built through classroom music, whole-school singing and our Made in Manchester heritage strand. Together these three layers develop musical knowledge, confidence, creativity, cultural understanding and a strong sense of belonging.

2 THREE CONNECTED LAYERS

CLASSROOM MUSIC

Charanga classroom curriculum

Our classroom music curriculum follows the Charanga scheme of learning. Children develop listening, singing, playing, improvising, composing, performing and appraising through a progressive sequence across the primary years, building knowledge, skills and musical understanding.

SINGING

Whole-school singing

Singing develops ensemble habits, musical confidence and a shared voice. Progression moves from imitation and pulse in EYFS/KS1 to phrasing, harmony, interpretation and leadership in KS2.

Our Whitegate End pedagogy cycle guides every experience:
ACTIVATE → BUILD → USE → REVIEW.

MADE IN MANCHESTER

Heritage, identity and aspiration

Manchester's rich music heritage—from bands and artists to clubs, studios and communities—gives children cultural capital, connects learning to place and helps them see how creative stories and futures can begin locally and reach the world.

3 HOW THE LAYERS WORK TOGETHER

LISTEN → SING → PLAY → IMPROVISE → COMPOSE → PERFORM → APPRAISE

KNOW MORE

musical styles, repertoire, vocabulary, instruments and heritage.

REMEMBER MORE

pulse, rhythm, pitch, melody, structure and performance habits revisited over time.

DO MORE

sing, play, improvise, compose, perform, appraise and lead.

One curriculum. Three layers. A growing musical identity.

THE MUSIC JOURNEY

LISTEN → SING → PLAY → IMPROVISE → COMPOSE → PERFORM → APPRAISE

LISTEN → SING → PLAY → IMPROVISE → COMPOSE → PERFORM → APPRAISE

1 LISTEN

Hear and respond to music; notice pulse, rhythm, pitch and mood.

2 SING

Develop voice, echo, unison, phrasing and confidence.

3 PLAY

Use instruments with growing control and accuracy.

4 IMPROVISE

Explore and create ideas in the moment.

5 COMPOSE

Organise ideas into purposeful musical pieces.

6 PERFORM

Share music with others, individually and together.

7 APPRAISE

Reflect, evaluate and talk about music using musical vocabulary.

CONNECTED. REVISITED. GROWING.

These seven aspects are interconnected and revisited throughout every unit and year group. Children move forwards and backwards along the journey as their knowledge, skills and confidence grow.

BUILDING OVER TIME

BEFORE
EYFS / KS1
Imitation, pulse, rhythm, simple singing and response.

→

NOW
LKS2
Increasing control, notation awareness, performance and composition.

→

NEXT
UKS2
Greater independence, musical decision-making, evaluation and confidence.

Every step builds musical identity. Every experience matters.

CLASSROOM MUSIC EYFS–Y6

THE CHARANGA JOURNEY

Our classroom music programme follows Charanga: Model Music Curriculum. Children listen, sing, play, improvise, compose and perform through six units each year, building skills and knowledge as they move through school.

LISTEN – Respond to music and develop aural memory.

SING – Sing with expression, accuracy and confidence.

PLAY – Develop instrumental skills and notation.

IMPROVISE – Explore sounds, invent patterns and respond creatively.

COMPOSE – Create music for a purpose using learned techniques.

PERFORM – Share music with others with control and expression.

APPRAISE – Evaluate music, understand context and give opinions.

BUILDING SKILLS • DEEPENING UNDERSTANDING • EXPRESSING IDEAS →

PROGRESSION ACROSS THE SCHOOL

EYFS (RECEPTION)	Finding the pulse, exploring sounds and singing repertoire.	• Explore pulse, rhythm and pitch through movement, voice and instruments. • Sing simple songs and rhymes with actions. • Develop listening skills and begin to respond to music. • Create sounds and short patterns using instruments.
KEY STAGE 1 (YEARS 1 & 2)	Building confidence, understanding and musical accuracy.	• Keep a steady pulse and use simple rhythmic patterns. • Sing a broad range of songs with accuracy and expression. • Play tuned and untuned instruments using simple notation. • Improvise within simple structures and begin to compose. • Perform to others and begin to appraise music.
LOWER KEY STAGE 2 (YEARS 3 & 4)	Developing skills, creativity and independence.	• Read and use staff notation and graphic scores. • Play and perform with increasing control and fluency. • Improvise using a wider range of notes and rhythms. • Compose with musical intention and structure. • Understand and appraise music from different traditions and genres.
UPPER KEY STAGE 2 (YEARS 5 & 6)	Refining techniques, expressing ideas and leading performance.	• Perform with confidence using a range of vocal and instrumental skills. • Improvise and compose with accuracy, control and expression. • Use music technology where appropriate to create and perform. • Analyse and appraise music, linking to historical and cultural context. • Lead, collaborate and rehearse as part of ensemble performance.

SIX UNITS EACH YEAR

Each unit includes:

1. Listening & Appraising
2. Musical Activities
3. Creating & Exploring
4. Performing
5. Reviewing & Evaluating

THREE CONNECTED STRANDS

Our music curriculum is strengthened by three vital strands:

CLASSROOM MUSIC
High-quality music lessons following the Charanga Model Music Curriculum.

SINGING
Daily and weekly singing that builds vocal skills, confidence and community.

MADE IN MANCHESTER
Learning about the city's musical heritage and celebrating local talent.

OUR AIMS

Through music, we aim to:

- Inspire a love of music
- Build skills, confidence and creativity
- Celebrate culture and community
- Develop teamwork and leadership
- Use music to express, connect and make a difference

SINGING AT WHITEGATE END

Weekly singing that builds confidence, musicality and belonging.

Singing is a regular part of music at Whitegate End.
It helps children develop vocal confidence, musical understanding, listening, performance skills and a strong sense of belonging.

OUR WEEKLY SINGING STRUCTURE

ACTIVATE — connect and warm up

→ **BUILD** — explicit vocal or musical skill

→ **USE** — rehearse and apply

→ **REVIEW** — perform and reflect

This is our typical 25-minute weekly singing session.

PROGRESSION IN SINGING

EYFS & KS1	LKS2	UKS2
• imitation, pulse, melody and actions	• phrasing and breath control	• independent parts and harmony
• singing simple songs and rhymes	• dynamics and expression	• interpretation and musical choices
• joining in with growing confidence	• singing in tune with growing control	• greater control, blend and expression
• healthy posture and breath awareness	• simple part work and ostinati	• leadership and ensemble awareness
• unison singing and clear starts/stops	• listening within an ensemble	• confident performance and stagecraft
• call and response	• increasing performance confidence	• reflection and evaluation

WHAT SINGING BUILDS

- confidence and pupil voice
- belonging and community
- listening and teamwork
- cultural awareness
- resilience and expression
- performance and celebration

ACROSS THE YEAR

Our repertoire is drawn from different styles, cultures and occasions.
Singing supports our school community events, celebrations and performances.

> *“Every child has a voice.”*

MUSICAL VOCABULARY & DIMENSIONS

THE LANGUAGE CHILDREN USE TO LISTEN, PERFORM, CREATE AND APPRAISE.

Music has its own language. At Whitegate End, children learn and use musical vocabulary to understand, describe and shape the music they hear and create. Our curriculum is built around the eight musical dimensions, which are revisited throughout school with increasing depth and sophistication.

LISTEN
SING
PLAY
CREATE
APPRAISE

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."

PLATO

THE EIGHT MUSICAL DIMENSIONS

PULSE
The steady beat running through the music.

RHYTHM
The pattern of long and short sounds around the pulse.

PITCH
How high or low a sound is.

TEMPO
How fast or slow the music is.

DYNAMICS
How loud or quiet the music is.

TIMBRE
The particular quality or character of a sound.

TEXTURE
How different sounds and musical parts work together.

STRUCTURE
How a piece of music is organised into sections.

NOTATION
Ways of recording and communicating musical sounds and ideas.

A PROGRESSION IN MUSICAL UNDERSTANDING

HEAR IT → NOTICE IT → NAME IT → USE IT → EXPLAIN IT → MANIPULATE IT

The musical dimensions are not taught once and then finished. Children encounter and use them repeatedly from EYFS to Year 6, with growing confidence and complexity.

EYFS & KS1

- Hear, copy, move and respond.
- Begin to recognise contrasts such as high/low, fast/slow and loud/quiet.
- Use simple musical vocabulary in context.

LKS2 (Years 3–4)

- Name and describe musical features with increasing accuracy.
- Use vocabulary when performing, improvising and composing.
- Begin to explain how different dimensions create an effect.

UKS2 (Years 5–6)

- Explain how musical dimensions combine to create an effect.
- Make deliberate musical choices when composing and performing.
- Justify ideas using accurate musical vocabulary.
- Apply and manipulate musical dimensions with confidence.

> *Musical vocabulary gives children the language to explain what they hear — and the tools to shape what they create.*

MADE IN MANCHESTER

To know where you are going, you need to know where you have been.

Manchester's music story is one of innovation, creativity and influence. From the 1960s to today, our city has shaped the sound of generations and inspired the world.

1960s
THE BEGINNING

A wave of bands emerged from Manchester in the 1960s, laying the foundations for British music.

INFLUENTIAL ARTISTS

- The Hollies
- The Swinging Blue Jeans
- Wayne Fontana
- The Searchers

1970s–80s
FACTORY & INDEPENDENCE

The Hacienda and Factory Records created more than music – they created a movement.

INFLUENTIAL ARTISTS

- Joy Division
- New Order
- A Certain Ratio
- The Durutti Column

LATE 1980s–EARLY 1990s
MADCHESTER

A sound, a scene and a spirit that put Manchester on the map.

INFLUENTIAL ARTISTS

- Happy Mondays
- The Stone Roses
- Inspiral Carpets
- The Charlatans

1990s–EARLY 2000s
BRITPOP & POP IMPACT

Manchester bands took British music back to the top of the charts.

INFLUENTIAL ARTISTS

- Oasis
- Blur
- The Verve
- Elbow

2000s–2010s
INDIE & ALTERNATIVE

A new generation of artists continued to break boundaries and reach global audiences.

INFLUENTIAL ARTISTS

- The 1975
- Courteeners
- Everything Everything
- The Courteeners

TODAY
MANCHESTER CONTINUES

New voices. New sounds. The story goes on.

INFLUENTIAL ARTISTS

- Aitch
- Zara Larsson
- Tom Grennan
- Cosmo Pyke

OUR HERITAGE

Manchester's music heritage is part of our identity. It shapes how we listen, perform and express ourselves.

OUR CLASSROOMS

We explore this story through listening, singing, composing and performing – connecting the past with the present.

OUR INSPIRATION

From The Hacienda to headline stages around the world, Manchester music inspires our children to dream big and create boldly.

OUR FUTURE

The next chapter will be written by the next generation. We are proud to be part of that story.

WHY IT MATTERS

Understanding our city's music story helps children:

BUILD IDENTITY
Be proud of where they come from.

THINK GLOBALLY
See how local creativity can have global impact.

INSPIRE CREATIVITY
Believe in their own ideas and voice.

SHAPE THE FUTURE
Become the artists, musicians and innovators of tomorrow.

WHITEGATE END PRIMARY SCHOOL & NURSERY

PHYSICAL EDUCATION

MOVE → CONTROL → APPLY → COMPETE → EVALUATE

At Whitegate End, PE develops confident, competent and increasingly independent movers, helping children build physical skills, teamwork and healthy lifestyles.

MOVE	CONTROL	APPLY	COMPETE	EVALUATE
Explore movement with confidence	Develop balance, coordination & accuracy	Use skills in games and activities	Work with others, challenge & perform	Reflect, improve and set new goals

COMPETENCE | CONFIDENCE | CONTROL | TEAMWORK | HEALTHY LIFESTYLES

> **EVERY CHILD SHOULD LEAVE PE FEELING MORE CAPABLE, MORE CONFIDENT AND MORE READY TO TAKE PART.**

HIGH EXPECTATIONS. HIGH SUPPORT. A LIFETIME OF MOVEMENT.

PE at Whitegate End

BUILDING STRONG BODIES. CONFIDENT MINDS. HEALTHY LIVES.

Physical Education at Whitegate End develops the whole child. Through high-quality teaching, sport and activity, we help children to grow in competence, confidence and control – so they can enjoy being active for life.

EVERY CHILD.
EVERY OPPORTUNITY.
EVERY DAY.

OUR FIVE PILLARS

COMPETENCE

We build the skills, knowledge and understanding children need to move with control, accuracy and increasing complexity.

CONFIDENCE

We create positive experiences of success so that children believe in themselves and are willing to have a go.

CONTROL

We help children to understand their bodies, make good choices and take responsibility for their health and wellbeing.

TEAMWORK

We learn, play and succeed together, building respect, communication and strong relationships.

HEALTHY LIFESTYLES

We inspire children to make active choices, stay healthy and understand the value of physical activity for life.

WHY PE MATTERS

SUPPORTS LEARNING

Better focus, memory and concentration in the classroom.

BOOSTS WELLBEING

Improves mood, reduces stress and builds resilience.

BUILDS CHARACTER

Develops determination, perseverance and respect.

PROMOTES HEALTH

Encourages active habits that support physical and mental health.

DEVELOPS TALENT

Provides opportunities to discover and nurture potential.

PREPARES FOR LIFE

Gives children the skills and attitudes to stay active beyond school.

OUR PROMISE

Every child.
Every lesson.
Every opportunity to thrive.

HIGH QUALITY TEACHING. MEANINGFUL EXPERIENCES.

We teach a broad, balanced and engaging PE curriculum. We provide experiences that challenge, inspire and include all children – ensuring every child can progress, participate and succeed.

> *"Movement is a medicine for creating change in a person's physical, emotional, and mental states."* – Carol Welch

THE PE JOURNEY

From movement to independence.

At Whitegate End, PE helps children grow as confident, competent and increasingly thoughtful movers. Children revisit key aspects of PE over time, building on their knowledge, skills and understanding with increasing sophistication throughout their school journey.

OUR PE JOURNEY

MOVE
Build fundamental movement experiences and confidence.

CONTROL
Develop balance, coordination, accuracy and increasingly controlled technique.

APPLY
Use movement and skills purposefully in different activities and situations.

COMPETE
Apply learning with and against others, understanding rules, teamwork, challenge, fairness and personal improvement.

EVALUATE
Reflect on performance, recognise strengths, respond to feedback and identify how to improve.

This is not a sequence that children complete once.
These stages are revisited again and again throughout school, with increasing sophistication, challenge and independence.

FROM SKILLS TO LIFE

Our PE journey helps children develop more than physical skills.

PHYSICAL COMPETENCE
Develop the knowledge, skills and fitness to move well and with control.

CONFIDENCE
Believe in themselves and be willing to try, persevere and take on new challenges.

TEAMWORK
Work with and support others, communicate effectively and show respect.

INDEPENDENCE
Make choices, solve problems and apply skills in new and unfamiliar situations.

HEALTHY, ACTIVE LIFESTYLES
Understand the value of movement and make positive choices for a healthy, active life.

OUR PEDAGOGY IN ACTION

PE learning is introduced, developed, applied and reflected upon over time.

ACTIVATE — Engage, explore and experience → **BUILD** — Practise, develop and refine → **USE** — Apply in different activities and contexts → **REVIEW** — Reflect, evaluate and improve

> **We do not simply teach activities.**
> **We develop increasingly confident, competent and thoughtful movers.**

High expectations. High support. A lifetime of movement.

EYFS & KS1 PE PROGRESSION

From confident movement to increasingly purposeful skill.

In Reception, Year 1 and Year 2, children build confidence and control through a broad range of movement experiences. The curriculum then develops fundamental skills, object control, sending and receiving, games, gymnastics, dance and athletics in increasingly purposeful contexts.

THE EARLY PE JOURNEY

CONFIDENCE
Move, explore and take part.

→

CONTROL
Balance, coordinate and handle equipment.

→

FUNDAMENTALS
Run, jump, balance, change direction.

→

OBJECT CONTROL
Send, receive, strike and manipulate.

→

APPLY
Use skills in games, dance, gymnastics and athletics.

RECEPTION

FOUNDATIONS

Physical development is integral to Reception. Children develop confidence and control in movement and in handling tools and equipment, with appropriate challenge indoors and outdoors.

2026–27 CURRICULUM

- Pre-PE & instructions
- Fundamental skills
- Fundamental skills 2
- Dance
- Object control
- Games

YEAR 1

BUILDING THE BASICS

Children broaden their movement vocabulary and begin to apply fundamental and object-control skills across games, gymnastics, dance and athletics.

2026–27 CURRICULUM

- Fundamental
- Object control
- Large & small balls
- Invasion games
- Net & wall
- Gymnastics
- Athletics
- Target games
- Dance
- Multi-skills
- Striking & object control

YEAR 2

USING SKILLS WITH PURPOSE

Children revisit and refine the basics, then apply sending, receiving, striking and movement skills in a wider range of game and activity contexts.

2026–27 CURRICULUM

- Fundamental skills
- Sending & receiving
- Invasion games
- Dodgeball
- Gymnastics
- Athletics
- Multi-skills
- Gymnastics – equipment
- Dance
- Football / large-ball games
- Striking & fielding
- Badminton

BEFORE → NOW → NEXT

BEFORE
EYFS physical development begins through movement, play, balance, coordination and handling equipment.

→

NOW
Reception to Year 2 establishes the foundations children need to participate confidently and safely in a broad PE curriculum.

→

NEXT
In KS2, children refine techniques, apply skills in more demanding activities and games, and develop greater tactical understanding and independence.

KS2 PE PROGRESSION

How learning becomes more sophisticated from Year 3 to Year 6.

In Key Stage 2, children build on their early experiences to apply, refine and extend their skills, knowledge and understanding. They become increasingly fluent, make thoughtful decisions, work effectively with others and take greater responsibility for their own development.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TECHNICAL CONTROL Develop and apply movement skills	Apply and combine established fundamental skills.	Refine and link skills with greater control.	Use skills increasingly fluently and consistently.	Adapt and combine skills confidently in demanding contexts.
TACTICAL UNDERSTANDING Think, decide and adapt	Recognise space and make simple tactical choices.	Understand and use space, rules and tactics with growing confidence.	Explore and apply a range of tactics in different situations.	Select, adapt and evaluate tactics and strategies independently.
APPLICATION & COMPETITION Use skills in games and activities	Participate confidently in structured games and activities.	Apply skills in a range of games and competitive situations.	Use skills, tactics and knowledge to perform effectively in varied contexts.	Compete, perform and apply skills with increasing independence.
TEAMWORK & PERSONAL DEVELOPMENT Work with others and grow	Show co-operation, follow rules and demonstrate positive attitudes.	Take increasing responsibility, show resilience and support others.	Demonstrate sportsmanship, encourage others and contribute positively.	Show leadership, independence and high levels of confidence, respect and resilience.
EVALUATION & IMPROVEMENT Reflect and be even better	Describe what went well.	Identify strengths and areas to improve with support.	Use feedback to make improvements and set personal goals.	Evaluate performance independently, responding to feedback and identifying next steps.

OUR PROGRESSION JOURNEY

CONTROL → FLUENCY → DECISION-MAKING → INDEPENDENCE → EVALUATION

PE progression is not simply harder sports.
It is increasing control, fluency, decision-making, independence and evaluation.

BY THE END OF YEAR 6

Children should be increasingly confident and competent movers who can apply skills, make decisions, work with others, evaluate performance and understand the importance of an active lifestyle.

High expectations. High support. A lifetime of movement.

CORE PE CURRICULUM

2026–27

What we teach. When we teach it.

Our PE curriculum provides a broad and balanced range of movement experiences, building knowledge, skills and understanding from Reception to Year 6. Children revisit, refine and apply their learning in increasingly sophisticated contexts.

CORE PE
The planned curriculum entitlement taught during PE lessons.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	Pre PE and instructions	Fundamental skills	Fundamental skills 2	Dance	Object control	Games
YEAR 1 TWO SESSIONS	Fundamental	Object control / large and small balls	Invasion Games	Net and wall	Gymnastics	Athletics
	Target Games	Gymnastics	Fundamental 2	Dance	Multi skills	Striking and object control
YEAR 2 TWO SESSIONS	Fundamental skills	Sending and receiving	Invasion games / Dodgeball	Gymnastics	Athletics	Multi skills
	Fundamental skills	Gymnastics – equipment	Dance	Football – large-ball games	Striking and fielding	Badminton
YEAR 3 TWO SESSIONS	Large ball – Basketball	Dance	Handball	Sending and receiving	Athletics	Tag Rugby
	Netball	Gymnastics	Badminton	Gymnastics	Rounders	Tennis
YEAR 4 TWO SESSIONS	Cross country	Gymnastics	Swimming	Dance	Netball	Athletics
	Football	Sending and receiving	Badminton	Gymnastics	Tennis	Rounders
YEAR 5 TWO SESSIONS	Cross country / fitness	Tag rugby	Swimming	Dance	Basketball	Athletics / multi skills
	Football	Gymnastics	Badminton	Hockey	Tennis	Rounders
YEAR 6 TWO SESSIONS	Cross country / fitness	Dance	Athletics	Tag rugby	Football	Cricket
	Football	Gymnastics	Badminton	Netball	Tennis	Rounders

This page is a navigation guide.
Full lesson content, progression and assessment sit within the PE curriculum and planning.

BEYOND THE PE LESSON

MORE OPPORTUNITIES. A BRIGHTER, HEALTHIER FUTURE.

PE is about much more than what happens in a lesson. At Whitegate End we provide a range of opportunities to help children be active, develop their interests, take part in wider sport and build lifelong healthy habits.

MOVE LEARN PLAY BELONG

Physical education helps every child to be confident, healthy and ready for life.

CORE PE

The curriculum entitlement for every child.

- Planned and progressive PE curriculum (see Page 88)
- Taught during PE lessons
- Develops knowledge, skills and understanding
- Covers a range of activities including dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities
- Includes assessment and builds on prior learning

WIDER SPORT

Additional opportunities beyond the curriculum.

- Clubs and extra-curricular activities
- Competition and fixtures
- Festivals and events
- Physical activity opportunities
- Leadership and participation opportunities
- Helps children to develop their interests, challenge themselves and enjoy being active

SPORTS PREMIUM

Investing in high-quality PE and sport.

- Funding used to improve the quality and sustainability of PE, sport and physical activity provision
- Helps us to strengthen provision
- Builds capacity
- Increases opportunity for all children
- Supports sustainable improvement
- It is not a curriculum, but it helps us to do more

Core PE gives every child their curriculum entitlement.

Wider sport creates additional opportunities to be active, take part and grow.

Sports Premium helps us to strengthen what we provide and build a lasting legacy.

Together, they ensure more children can be active, healthy and achieve their potential.

DIFFERENT ROLES. A SHARED GOAL.

> *PE gives every child their curriculum entitlement.*
> *Wider sport creates additional opportunities.*
> *Sports Premium helps us strengthen what we provide.*

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

ART

Exploring materials. Expressing ideas.

From early mark making to purposeful artistic responses.

FOUR CONNECTED AREAS

DRAWING

Line, tone and texture

PAINTING & MIXED MEDIA

Colour and expression

SCULPTURE & 3D

Form, space and materials

CRAFT & DESIGN

Making and designing

Developing techniques and making choices,
with growing confidence to express our own ideas.

ART AT WHITEGATE END

Exploring materials. Expressing ideas.

Art develops control and creativity together. Pupils learn how artists communicate ideas, explore the possibilities of materials and use techniques to make work with personal meaning.

DRAWING • PAINTING & MIXED MEDIA • SCULPTURE & 3D • CRAFT & DESIGN

KNOWLEDGE INTO ARTISTIC PRACTICE

01

LEARNING ABOUT ART

Pupils investigate how artists use colour, texture, form and composition. Artistic approaches and cultural contexts inform their own work.

02

LEARNING HOW ART IS MADE

Observation and experimentation build control. Pupils practise drawing, shading, colour mixing, shaping and joining materials, applying knowledge through techniques.

03

PERSONAL ARTISTIC RESPONSES

Pupils develop ideas, select materials and combine techniques. They create, evaluate and refine work, improving compositions or judging ideas against a design brief.

EXPLORE, EVALUATE, REFINE

In Year 3, pupils experiment with rubbings, paint and collage before refining textured artwork. Adding detail and improving composition makes evaluation part of creating.

SKETCHBOOKS

Year 5 uses sketchbook work to explore words, symbolism, expressive painting and monoprinting. In Year 6, sketchbook work and painted studies develop watercolour techniques before a final composition.

ARTISTS, CULTURE AND PERSONAL EXPRESSION

Pupils encounter fibre art through Cecilia Vicuña, ancient Egyptian art through scroll-making, and architectural design through Zaha Hadid. Later work explores identity through self-portraits and communicates environmental messages through street art.

BUILDING CONFIDENCE AND INDEPENDENCE

From child-led exploration in EYFS to selecting techniques and meaningful materials in Year 6, pupils develop confidence and increasingly independent artistic choices.

Based on the supplied Kapow Art and design long-term plan and vocabulary progression (2026).

THE ART CURRICULUM JOURNEY

From exploring materials to expressing personal ideas.

DRAWING • PAINTING & MIXED MEDIA • SCULPTURE & 3D • CRAFT & DESIGN

EYFS	**EXPLORE MARKS & MATERIALS** Marvellous marks • Paint my world • Creation station • Let's get crafty	Rubbings, colour mixing, clay and joining. Child-led exploration.	**FOUNDATIONS** → Control of line, paint and materials
YEAR 1	**BUILD CONTROL** Exploring line and shape • Learning about paint and brush control • Paper play • Woven wonders	Brushstrokes, folding and weaving. Paul Klee, Alma Thomas, Cecilia Vicuña.	Mark making → Line and shape → Tone and texture
YEAR 2	**DEVELOP TONE & TEXTURE** Understanding tone and texture • Colour mixing • Clay houses • Map it out	Shading, secondary colours and clay. Frank Bowling, Rachel Whiteread.	Line and colour → Shading and texture → Composition
YEAR 3	**DEVELOP DRAWING & COMPOSITION** Developing drawing skills • Exploring texture with paint and collage • Abstract shape and space • Ancient Egyptian scrolls	Even tones, collage, 3D structures and papermaking. Romare Bearden; ancient Egyptian art.	Shading and joining → Composition → Proportion and form
YEAR 4	**REFINE TONE, TEXTURE & PROPORTION** Exploring tone, texture and proportion • Light and dark • Mega materials • Fabric of nature	Tints, shades, sculpture and textile patterns. Barbara Hepworth, Sokari Douglas-Camp.	Observation → Tone and form → Expressive choices
YEAR 5	**COMMUNICATE IDENTITY & EMOTION** Depth, emotion and movement • Expressive portraits • Interactive installation • Architecture	Printmaking, mixed media and sketchbooks. Frida Kahlo, Chila Kumari Singh Burman, Zaha Hadid.	Material control → Expressive techniques → Personal meaning
YEAR 6	**CREATE PERSONAL RESPONSES** Expressing ideas • World in watercolour • Making memories • Photo opportunity	Perspective, watercolour, assemblage and photography. Street art; J.M.W. Turner, Katsushika Hokusai.	Expressive choices → Purposeful work → Independent responses

Each year builds on earlier techniques and opens up new artistic choices.

Based on the supplied Kapow Art and design plans. Artist examples are selective.

DEVELOPING ARTISTIC PRACTICE

Building control, making choices and refining personal responses.

DRAWING

EYFS & KS1
Explore marks, line and shape. Develop observational drawing, shading and texture.

→ **YEARS 3–4**
Build even tones; refine observation, composition and proportion.

→ **YEARS 5–6**
Use depth, movement and perspective to convey emotion and communicate messages.

PAINTING & MIXED MEDIA

EYFS & KS1
Explore paint and collage. Develop brush control and primary and secondary colour mixing.

→ **YEARS 3–4**
Combine paint and collage; refine texture and composition. Use tints, shades and tone to suggest form.

→ **YEARS 5–6**
Select and combine techniques for expressive portraits. Develop watercolour through sketchbook work and painted studies.

SCULPTURE & 3D

EYFS & KS1
Manipulate clay and playdough; fold, roll and join paper. Develop clay shaping and joining.

→ **YEARS 3–4**
Explore shape and negative space. Build free-standing structures and investigate sculptural materials.

→ **YEARS 5–6**
Consider scale, setting and viewer interaction. Select meaningful objects and forms for personal assemblage.

CRAFT & DESIGN

EYFS & KS1
Develop cutting, threading and joining. Explore weaving and respond to a local-area design brief.

→ **YEARS 3–4**
Explore papermaking and cultural pattern; develop textile techniques and repeating designs.

→ **YEARS 5–6**
Research architectural design and symbolism. Use photography and digital media to express ideas.

PRINTMAKING & DIGITAL MEDIA

Year 3 recreates drawings digitally, Year 5 develops printmaking and monoprinting. Year 6 explores photographic composition and image adaptation.

BEFORE → NOW → NEXT

Y2: explore shading and texture.

→ **Y3:** build even tones and observe detail.

→ **Y4:** refine tone, texture and proportion.

INCREASING INDEPENDENCE

Experiment with materials → Select techniques → Evaluate and refine → Create personal responses

Techniques are revisited and combined across the curriculum's four areas.

Based on the supplied Kapow Art and design long-term plan and vocabulary progression (2026).

ARTISTS, CULTURE & ARTISTIC KNOWLEDGE

Understanding artistic choices. Developing our own responses.

EYFS — BEGIN WITH LOOKING AND EXPLORING

Children explore colour and texture, make observational drawings and discover that paintings can be abstract or figurative.

FOUNDATIONS: notice what we see and what materials can do.

KS1 — NOTICE HOW ARTISTS USE MATERIALS

YEAR 1: Alma Thomas → explore brushstrokes and colour → create paintings with controlled marks and chosen colours.

YEAR 2: Rachel Whiteread → investigate shaped and joined clay → create a clay house tile in response.

Wider encounters: Cecilia Vicuña's fibre art; the 'Tree of life' screen at the Sidi Saiyyed Mosque.

YEARS 3–4 — CONNECT CONTEXT, TECHNIQUE AND COMPOSITION

YEAR 3: Romare Bearden → explore colour, texture and collage → refine a textured composition.

Ancient Egyptian art → investigate colour, scale and pattern → make a papyrus-style scroll, then a modern zine.

YEAR 4: Barbara Hepworth and Sokari Douglas-Camp → investigate sculptural materials and techniques → create three-dimensional artwork.

YEARS 5–6 — INTERPRET IDEAS AND MAKE PERSONAL CHOICES

YEAR 5: Frida Kahlo and Chila Kumari Singh Burman → explore identity and symbolism → select techniques for a mixed-media self-portrait.

YEAR 6: J.M.W. Turner and Katsushika Hokusai → investigate watercolour and the natural world → develop an abstract composition.

Zaha Hadid and Hundertwasser connect architecture and symbolism to pupils' own designs; street art provides a context for environmental messages.

LOOK CLOSELY • DISCUSS • COMPARE • INTERPRET

Use artists' choices to inform practical decisions, then evaluate the response.

BEFORE
What lines, shapes and colours can I see?

NOW
How do tone, texture and composition change the effect?

NEXT
How do scale, perspective or symbolism communicate an idea?

Suggested discussion prompts, drawn from the planned content.

LANGUAGE BECOMES MORE PRECISE

KS1: line, shape, texture, shading → **Years 3–4:** tone, composition, proportion → **Years 5–6:** expressive, depth, scale, perspective

Based on the supplied Kapow Art and design long-term plan and vocabulary progression (2026).

ART: YEAR-GROUP JOURNEY

Know your starting point. See where the learning leads.

Representative unit spotlights. See page 92 for the full unit overview.

KNOW = artistic knowledge | **MAKE** = techniques, media and outcome

EYFS

DRAWING: MARVELLOUS MARKS

KNOW: Marks and texture; looking closely to draw what we see.
MAKE: Crayon rubbings, chalk and felt tips; pencil drawings of faces.
CONNECT: Observation of children's own faces.
BEFORE: Early exploration of tools → **NEXT:** Controlled line and shape in Year 1.

YEAR 1

PAINTING: PAINT & BRUSH CONTROL

KNOW: Brushstrokes, shapes and colour choices.
MAKE: Explore brushes and mixing; create paintings with controlled marks.
CONNECT: Alma Thomas.
BEFORE: EYFS colour mixing → **NEXT:** Primary and secondary colour mixing in Year 2.

YEAR 2

SCULPTURE & 3D: CLAY HOUSES

KNOW: How clay can be shaped and joined.
MAKE: Practise clay techniques; create a clay house tile.
CONNECT: Rachel Whiteread.
BEFORE: EYFS clay exploration; Year 1 paper forms → **NEXT:** Shape, space and structures in Year 3.

YEAR 3

CRAFT & DESIGN: ANCIENT EGYPTIAN SCROLLS

KNOW: Colour, scale and pattern in ancient Egyptian art.
MAKE: Explore papermaking; create a papyrus-style scroll and a modern zine.
CONNECT: Ancient Egyptian art.
BEFORE: Working creatively with materials → **NEXT:** Repeating patterns and textiles in Year 4.

YEAR 4

PAINTING & MIXED MEDIA: LIGHT AND DARK

KNOW: Highlights, midtones and shadows create the illusion of form.
MAKE: Mix tints and shades; compose and paint a still life.
CONNECT: How artists use tone, light and composition.
BEFORE: Year 3 tone and composition → **NEXT:** Expressive painting choices in Year 5.

YEAR 5

PAINTING & MIXED MEDIA: EXPRESSIVE PORTRAITS

KNOW: Self-portraits communicate identity through symbolism.
MAKE: Explore painting and monoprinting in sketchbooks; combine techniques in a self-portrait.
CONNECT: Frida Kahlo and Chila Kumari Singh Burman.
BEFORE: Colour, tone and composition → **NEXT:** Personal choices and watercolour studies in Year 6.

YEAR 6

PAINTING & MIXED MEDIA: WORLD IN WATERCOLOUR

KNOW: Artists use watercolour to represent the natural world.
MAKE: Develop sketchbook studies; create an abstract composition from natural forms.
CONNECT: J.M.W. Turner and Katsushika Hokusai.
BEFORE: Paint control and expressive choices → **NEXT:** Apply and refine techniques independently.

Each unit builds knowledge that pupils can draw on in later artistic work.

Based on the supplied Kapow Art and design plan. Prior and next links summarise curriculum connections.

DESIGN & TECHNOLOGY

Designing with purpose. Making informed choices.

DESIGN

Understand the user and purpose.

MAKE

Apply knowledge and choose materials.

EVALUATE

Test, reflect and improve.

TECHNICAL KNOWLEDGE INFORMS EVERY CHOICE

OUR CONNECTED CURRICULUM AREAS

- STRUCTURES
- MECHANISMS & MECHANICAL SYSTEMS
- TEXTILES
- COOKING & NUTRITION
- ELECTRICAL SYSTEMS
- DIGITAL WORLD

From exploring materials to designing products for a purpose.

DESIGN & TECHNOLOGY AT WHITEGATE END

Designing with purpose. Making informed choices.

Pupils use technical knowledge to design and make products, choose materials and components, and evaluate how well their work meets a purpose or brief.

WHAT GUIDES OUR DECISIONS?

USER & PURPOSE
Who is it for? What does it need to do?

DESIGN CRITERIA
What must the product achieve?

TECHNICAL KNOWLEDGE
Which materials, components and techniques will work?

DESIGN → **MAKE** → **EVALUATE**

Research, testing and feedback help pupils revisit and improve decisions.

KNOWLEDGE APPLIED TO PURPOSEFUL PRODUCTS

YEAR 1 — STABLE STRUCTURES
A stable pencil pot for a Year 1 pupil.

KNOW: Wide or heavy bases improve stability.

APPLY: Use balance and stable shapes to inform the design.

YEAR 4 — FASTENINGS
A book sleeve with a suitable fastening.

KNOW: Fastenings differ in strength and function.

APPLY: Select a fastening that suits the product's purpose.

YEAR 5 — WOBBLE BOTS
A moving product for a specific user.

KNOW: Circuits and motors create movement.

APPLY: Investigate wobble mechanisms and develop a design for user needs.

YEAR 6 — PLAYGROUND PIONEERS
A prototype structure designed within constraints.

KNOW: Triangulation and reinforcement strengthen structures.

APPLY: Use CAD and a wooden frame to develop a well-finished prototype.

BUILDING ACCURACY AND INDEPENDENCE

EYFS
Make verbal plans, explore materials and solve joining problems.

→

KS1
Use mock-ups, sketches and criteria to guide making and evaluation.

→

KS2
Use technical knowledge, prototypes and increasingly precise decisions to meet needs and constraints.

Every product connects practical making with informed decisions.

Based on the supplied Kapow Design and technology long-term plan and vocabulary progression (2026).

THE DESIGN PROCESS

Knowledge informs decisions. Evaluation helps us improve.

DESIGN

Investigate products, identify the user and purpose, and communicate ideas.

MAKE

Select materials, tools and components. Apply techniques with increasing accuracy.

EVALUATE

Test against design criteria, use feedback and identify improvements.

TECHNICAL KNOWLEDGE SUPPORTS ALL THREE

Research supports design. Testing and feedback can lead pupils back to earlier decisions.

HOW THE PROCESS DEVELOPS

EYFS	Make verbal plans, choose suitable materials, join and solve problems. Evaluate models and food.
KS1	Consider users; use mock-ups, sketches and templates. Measure and evaluate products against criteria.
YEARS 3–4	Use diagrams, CAD and prototypes. Make accurately; investigate and analyse how well products work.
YEARS 5–6	Use research and annotated or exploded diagrams where appropriate. Consider assembly, risk, constraints and alternatives.

LANGUAGE BECOMES MORE PRECISE

YEAR 1	YEAR 2	YEAR 3
user • mock-up • compare	design criteria • measure • improve	CAD • components • feedback
YEAR 4	**YEAR 5**	**YEAR 6**
prototype • analyse • iteration	exploded diagram • assemble • sustainable	constraint • aesthetic • alternative

Selected vocabulary from the supplied progression map; earlier language is carried forward.

BEFORE → NOW → NEXT

YEAR 1
Matching slider game

Use a mock-up before making the final product.

YEAR 4
Mechanical cars

Test prototypes and consider the customer's perspective.

YEAR 6
Playground pioneers

Develop a prototype within design constraints.

Designing is a process of informed choices, testing and refinement.

Based on the supplied Kapow Design and technology long-term plan and vocabulary progression (2026).

TECHNICAL KNOWLEDGE AND MAKING

Earlier knowledge supports increasingly informed practical choices.

Selected progression across the technical strands. Cooking and nutrition: page 100.

STRUCTURES

EYFS & KS1

Explore joining, waterproofing and floating. Develop stability, strong shapes and understanding of stiff and flexible materials.

YEARS 3–4

Y3: Product packaging — shell structures and nets.

Y4: Helmets — strengthen shells through layering.

YEARS 5–6

Y5: Bridges — details awaiting publication.

Y6: Playground pioneers — reinforced frames, triangulation and CAD.

MECHANISMS & MECHANICAL SYSTEMS

KS1

Y1: Sliders, wheels and axles.

Y2: Levers, pivots and rotating fairground structures.

YEARS 3–4

Y3: Planned linkages* and pneumatic movement.

Y4: Mechanical cars — build and test prototypes.

YEARS 5–6

Y5: Gears and pulleys — design an eco-bike.

Y6: Automata toys — cams and frames for an interactive shop display.

TEXTILES

EYFS & KS1

Threading and bookmarks → simple stitches and bunting → templates, running stitch and pouches.

YEARS 3–4

Y3: Cross-stitch and appliqué.

Y4: Fastenings — select for strength, function and purpose.

YEARS 5–6

Y5: Blanket stitch and stuffed toys.

Y6: Pattern pieces, pockets and fastenings for bags.

ELECTRICAL SYSTEMS

YEAR 4

Exploring electrical products

Investigate components, switches and circuits.

YEAR 5

Wobble bots

Use motors and investigate movement for a specific user.

YEAR 6

Steady hand game

Build and test a circuit with an operational buzzer.

DIGITAL WORLD

YEAR 3

Wearable technology

Program LEDs and use CAD to develop a wearable product.

YEAR 4

Mindful moments timer

Use Micro:bit programming and branding to meet user needs.

YEARS 5–6

Y5: Monitoring devices — temperature response and Tinkercad.

Y6: Navigating the world — program a compass and pedometer.

*Year 3 Making a moving monster is marked 'Coming soon' in the supplied plan.
Year 5 Bridges is also awaiting publication details.

KNOWLEDGE → MATERIAL AND COMPONENT CHOICES → MAKING → TESTING

Revisit earlier techniques and use them in more demanding products.

Based on the supplied Kapow Design and technology upcoming plan and vocabulary progression (2026).

COOKING & NUTRITION

Food knowledge informs preparation, choices and evaluation.

EYFS	SOUP	**KNOW:** Explore vegetables and where they come from.	**APPLY:** Compare tastes, practise cutting, design and make a class soup, then evaluate it.
YEAR 1	SMOOTHIES	**KNOW:** Identify and compare fruit and vegetable ingredients.	**APPLY:** Taste-test, choose ingredients, make a smoothie and design its packaging.
YEAR 2	BALANCED DIET	**KNOW:** Understand the importance of a balanced diet.	**APPLY:** Use this knowledge to choose ingredients and create a wrap.
YEAR 3	EATING SEASONALLY	**KNOW:** Discover where and when fruit and vegetables grow in the UK.	**APPLY:** Design a seasonal tart using ingredients harvested in the UK during May and June.
YEAR 4	ADAPTING A RECIPE	**KNOW:** Understand how ingredients, taste and appearance affect a product.	**APPLY:** Follow and adapt a biscuit recipe for a target audience; evaluate against design criteria.
YEAR 5	DEVELOPING A RECIPE	**KNOW:** Consider how recipe changes can improve nutritional value.	**APPLY:** Modify and cook a traditional Bolognese sauce; design packaging to meet criteria.
YEAR 6	COME DINE WITH ME	**KNOW:** Investigate an ingredient's journey from farm to fork.	**APPLY:** Research and prepare a three-course meal, taste-test and score dishes, and write a recipe.

BUILDING OVER TIME

Ingredient exploration → Balanced choices & seasonality → Recipe adaptation → Meal preparation & evaluation

A summary of the progression across the supplied units.

LANGUAGE TO CARRY FORWARD

Y1: ingredient, chop • **Y2:** balanced diet • **Y3:** seasonality
Y4: substitute • **Y5:** nutritional value, cross-contamination • **Y6:** dietary requirement

Based on the supplied Kapow Design and technology long-term plan and vocabulary progression (2026).

DT: YEAR-GROUP JOURNEY

The planned sequence from EYFS to Year 6.

1 / 2 = half-term order. Read across for units; read down for progression.

	AUTUMN	SPRING	SUMMER
EYFS	1. Junk modelling 2. Soup	1. Bookmarks 2. Boats	1. Seasonal projects† 2. Flexible opportunities‡
	Explore and join materials; test a floating boat → stable structures and controlled making.		
YEAR 1	1. Matching slider game 2. Stable structures	1. Simple stitches 2. Smoothies	1. Wheels and axles 2. Flexible opportunities‡
	Use earlier joining to make stable and moving products → stronger structures and mechanisms.		
YEAR 2	1. Balanced diet 2. Levers	1. Pouches 2. Fairground wheel	1. A chair for a bear 2. Flexible opportunities‡
	Build on stability and stitching; make functioning products → shell structures and developed textile work.		
YEAR 3	1. Product packaging 2. Making a moving monster*	1. Wearable technology 2. Egyptian collars	1. Eating seasonally 2. Pneumatic toys
	Extend joining and mechanisms through nets, CAD and pneumatics → more technical product design.		
YEAR 4	1. Adapting a recipe 2. Helmets	1. Fastenings 2. Mechanical cars	1. Mindful moments timer 2. Exploring electrical products
	Apply technical knowledge to prototypes and user needs → motors, monitoring and demanding specifications.		
YEAR 5	1. Wobble bots 2. Monitoring devices	1. Gears and pulleys 2. Stuffed toys	1. Bridges* 2. Developing a recipe
	Combine circuits, movement and programming for users → constrained designs and complex assembly.		
YEAR 6	1. Automata toys 2. Bags	1. Come dine with me 2. Playground pioneers	1. Steady hand game 2. Navigating the world
	Apply earlier knowledge to reinforced prototypes and programmed products → increasingly independent decisions.		

*Making a moving monster: coming soon. Bridges: details awaiting publication.
† Seasonal projects are placed in Summer 1 but may be selected across the year.
‡ Flexible celebration, invention and completion opportunities; not an additional named unit.

Supplied upcoming plan; progression notes summarise connections. See pages 97–100 for knowledge and application.
Kapow Design and technology, upcoming long-term plan (2026).

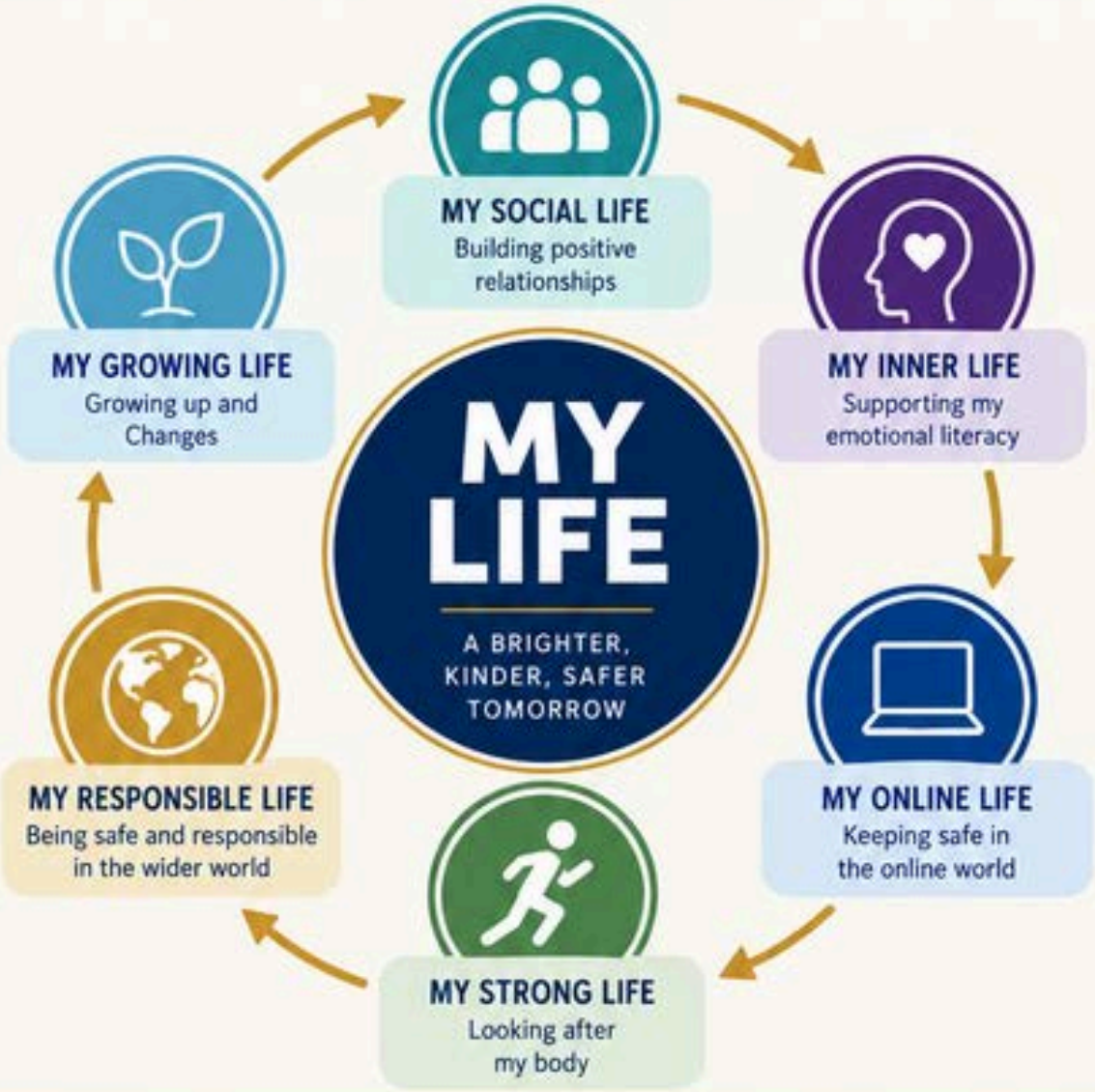
PSHE & PERSONAL DEVELOPMENT

MY LIFE

Understanding myself. Understanding others. Understanding the world around me.

REAL PURPOSE. REAL AUDIENCE. REAL IMPACT.

When children learn about themselves, others and the world around them, they are better prepared for happy, healthy and successful lives.



SOCIAL LIFE → INNER LIFE → ONLINE LIFE → STRONG LIFE → RESPONSIBLE LIFE → GROWING LIFE

> Our PSHE curriculum helps children build the knowledge, language and confidence to understand themselves, build positive relationships, stay safe, make responsible choices and prepare for life.

PSHE AT WHITEGATE END

MY LIFE

UNDERSTANDING MYSELF. UNDERSTANDING OTHERS. UNDERSTANDING THE WORLD AROUND ME.

Our PSHE curriculum, 'My Life', helps children build the knowledge, language and confidence to understand themselves, build positive relationships, stay safe, make responsible choices and prepare for life.

MY SOCIAL LIFE	MY INNER LIFE	MY ONLINE LIFE	MY STRONG LIFE	MY RESPONSIBLE LIFE	MY GROWING LIFE
Building positive relationships	Supporting my emotional literacy	Keeping safe in the online world	Looking after my body	Being safe and responsible in the wider world	Growing up and Changes
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

BELONG
SAFE
THRIVE

"Personal development helps our children to become the best version of themselves and to make a positive difference in the world."

HOW WE TEACH PSHE

- 6 enquiry questions each half term
- 30–45 minute sessions
- Discussion, practical learning and reflection
- A safe and inclusive environment
- A variety of evidence rather than a worksheet every lesson
- Flexible delivery to meet the needs of our children

SUPPORTING RESOURCES

POL ED
Curriculum material developed by serving police members and people currently working in education. PowerPoints to support more sensitive areas.

BOUNCE TOGETHER
Resources developed by Primary Bounce. PowerPoints to support sessions linked to emotions. We work closely with Harry and Katie Kane to develop resilience and emotional literacy.

EVIDENCE CAN LOOK DIFFERENT

- Floor books
- Written tasks
- Practical tasks
- Creative responses
- Discussion
- Debate
- Role play
- Scenarios
- Photos / video evidence
- Picture books

THE PSHE PROMISE

- We listen to each other.
- We take turns to speak.
- We do not laugh at other people's ideas.
- We can choose to pass.
- We respect privacy.
- We are kind.

PSHE should be a safe space where children can talk, question and explore sensitive issues.

Privacy is respected, but staff must act whenever a safeguarding concern is disclosed.

> *Children need to feel safe before they can talk honestly about their lives.*

OUR PSHE CURRICULUM JOURNEY

SIX LIVES. SIX ENQUIRY QUESTIONS EACH YEAR. INCREASING DEPTH FROM YEAR 1 TO YEAR 6.

Our 'My Life' curriculum revisits six key strands every year, with questions that grow in complexity as children move through the school. This ensures that children build knowledge, develop their understanding, make informed choices and take increasing responsibility for themselves and others.

	MY SOCIAL LIFE	MY INNER LIFE	MY ONLINE LIFE	MY STRONG LIFE	MY RESPONSIBLE LIFE	MY GROWING LIFE
	Building positive relationships	Supporting my emotional literacy	Keeping safe in the online world	Looking after my body	Being safe and responsible in the wider world	Growing up and Changes
Year 1	What is a happy and safe relationship?	What are emotions?	What is the internet?	How can I make healthy choices every day?	How can I stay safe and help others?	How do people grow and change?
Year 2	How can I help myself and others feel happy and safe?	How do different emotions make my body feel?	How can I stay safe online?	How can I make healthy choices to look after my body?	How can I take responsibility for myself and my world?	How am I growing, changing and preparing for the future?
Year 3	Do our differences make us stronger?	What is mental wellbeing?	How can I make safe and responsible choices when using games, apps and the internet?	How can I take responsibility for keeping my body healthy?	How can my actions make a difference?	How can I respect my boundaries?
Year 4	Do stereotypes affect how we see ourselves and treat others?	Are my reactions appropriate?	Is everything that I see online true?	How can I make informed choices to keep my body healthy and well?	How do my choices affect people and the environment?	Do I love myself?
Year 5	How do my choices, relationships and beliefs affect the way I treat people?	How can emotions build up to affect my mental wellbeing?	How do people and technology influence my decisions online?	How can I take responsibility for making healthy choices and looking after my wellbeing?	How can I make informed and responsible decisions?	How will my body and emotions change as I grow up?
Year 6	What does a healthy relationship look like?	How can I understand, protect and seek support for my mental health and wellbeing?	How can I think critically and act responsibly in a digital world?	Do I have a healthy lifestyle?	How can I create positive change in my community and the wider world?	How can I manage change and prepare for the future?

KNOW MORE
REMEMBER MORE
DO MORE

"A brighter future begins with understanding yourselves, understanding others and understanding the world around you."

A PROGRESSION OF UNDERSTANDING

FROM KNOWING → TO UNDERSTANDING → TO MAKING CHOICES → TO EVALUATING → TO TAKING RESPONSIBILITY

The same six strands are revisited each year, with increasing depth and sophistication.
The questions change because the children change.

> *The questions change because the children change.*

RELATIONSHIPS & EMOTIONAL LITERACY

MY SOCIAL LIFE • MY INNER LIFE

Strong relationships and a deep understanding of our emotions help children to feel safe, belong and thrive. At Whitegate End, we teach children to understand themselves, to value others and to build positive, respectful relationships throughout their lives.

KINDNESS
RESPECT
INCLUSION
BELONGING
TOGETHER

"The quality of our relationships determines the quality of our lives."

BRENÉ BROWN

MY SOCIAL LIFE

Building positive relationships

"We are stronger together."

HOW LEARNING DEVELOPS

YEAR 1–2

- Families
- Friendships
- Safe, positive and respectful relationships
- Loneliness
- Bullying
- Consent
- Asking for help
- Handling conflict
- Stereotypes
- Self esteem
- Marriage

YEAR 3–4

- Difference
- Different families
- Disagreement
- Boundaries
- Stereotypes
- Self-esteem
- Trust
- Bullying behaviours

YEAR 5–6

- Relationship choices
- Healthy and unhealthy relationships
- Why bullying happens
- Asking for help
- Marriage / civil partnership
- Controlling behaviour
- Assertiveness
- Managing self-esteem

MY INNER LIFE

Supporting my emotional literacy

"It's OK to feel. It's what we do with those feelings that matters."

HOW LEARNING DEVELOPS

YEAR 1–2

- Name emotions
- Zones of Regulation
- Notice how emotions feel in my body
- Use simple calming strategies

YEAR 3–4

- Understand strength and intensity of emotions
- Choose strategies to match emotions
- Understand mental wellbeing
- Reflect on reactions
- Recognise temporary and longer-lasting feelings

YEAR 5–6

- Understand factors affecting mental wellbeing
- Recognise loneliness
- Understand how emotions build over time
- Recognise when support is needed
- Understand mental health disorders
- Know rights relating to mental health
- Know where and when to seek help
- Consider how to help others

When children understand their own emotions, they are better able to build positive, respectful relationships.

UNDERSTAND MYSELF ⟷ UNDERSTAND OTHERS

When children experience positive relationships, they feel safer, more confident and are better able to manage their emotions.

GOOD RELATIONSHIPS REQUIRE:

SELF-AWARENESS | BOUNDARIES | RESPECT | EMPATHY | COMMUNICATION | HELP-SEEKING

"Knowing how I feel helps me understand how I treat 'ther people."

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

ONLINE SAFETY & HEALTHY LIVING

MY ONLINE LIFE • MY STRONG LIFE

In a connected and fast-changing world, we help children to make safe and responsible choices online while also developing the knowledge, skills and habits to look after their physical and mental health.

SAFE CHILDREN BRIGHTER FUTURES

"Technology is a tool. It is how we use it that shapes our world."

MATT HAIG

MY ONLINE LIFE

Keeping safe in the online world

"Be curious. Be aware. Be kind. Be safe."

HOW LEARNING DEVELOPS

YEAR 1–2

- What the internet is
- Benefits and risks
- Personal information
- Online and offline strangers
- Online friendships
- Trust
- Asking for help

YEAR 3–4

- PEGI ratings
- Online bullying
- Privacy settings
- What happens when things are shared online
- Algorithms
- Digital footprint
- Misinformation and disinformation
- Online relationships
- Online spending

YEAR 5–6

- Online identity
- How games and platforms influence behaviour
- How games make money
- Scams
- Fraud
- Disinformation
- Phishing
- Harassment
- Addictive design / continuing to engage
- Evaluating risks and rewards
- Forming informed opinions about online issues

MY STRONG LIFE

Looking after my body

"A healthy me helps a happier me."

HOW LEARNING DEVELOPS

YEAR 1–2

- What healthy means
- Exercise
- Healthy food choices
- Teeth
- Sun safety
- Feeling unwell
- Seeking help

YEAR 3–4

- Regular exercise
- Balanced diet
- Healthy meals
- Personal hygiene
- Fitness
- Relationships with food
- Recognising body signals
- Dental health
- Consequences of unhealthy choices

YEAR 5–6

- Sleep
- Personal hygiene
- Physical and mental wellbeing
- Drugs, addiction and vaccines
- Legal and illegal drugs
- Addiction
- Recognising unhealthy habits
- Knowing when professional help or support may be needed
- Evaluating lifestyle choices

MAKING INFORMED CHOICES

INFORMATION – Understand the facts → **JUDGEMENT** – Think critically → **RESPONSIBILITY** – Make safe and healthy choices → **HELP WHEN NEEDED** – Talk to a trusted adult

"Being safe means learning to make increasingly informed choices – online and offline."

RESPONSIBILITY, GROWING & THE FUTURE

MY RESPONSIBLE LIFE • MY GROWING LIFE

We help children to understand their place in the wider world and to develop the knowledge, confidence and resilience they need as they grow. By learning to be responsible citizens and understanding how they are changing, children are better prepared for the next stage in their lives.

KIND PEOPLE STRONGER COMMUNITIES BRIGHTER FUTURES

"Empowered children become compassionate citizens who make a positive difference."

UNKNOWN

MY RESPONSIBLE LIFE

Being safe and responsible in the wider world

"Small actions make a big difference."

HOW LEARNING DEVELOPS

YEAR 1–2

- Community and belonging
- Rules
- Hazards
- Road safety
- Emergency services
- Accident prevention
- Recycling
- Needs and wants
- Introduction to money

YEAR 3–4

- Recognising and managing risks
- Road and railway safety
- Helping someone who is hurt
- Communities across Britain
- Challenging stereotypes
- Conserving resources
- Water safety
- Basic first aid
- Positive contribution to community
- Biodiversity
- Waste reduction
- Renewable energy
- Understanding where money comes from

YEAR 5–6

- Serious risks
- Responding in emergencies
- Reporting rather than recording
- Laws
- Budgeting
- Financial responsibility
- Enterprise
- Active citizenship in modern Britain
- Global ecosystems
- Environmental advocacy
- Saving and spending responsibly

MY GROWING LIFE

Growing up and Changes

"I am growing, learning and becoming the best version of me."

HOW LEARNING DEVELOPS

YEAR 1–2

- Human growth
- How I have changed
- Correct names for body parts
- Private parts
- Personal care
- Hopes and aspirations
- Goals
- Preparing for the next year

YEAR 3–4

- Personal boundaries
- Consent / permission
- Change and emotions
- Future goals
- Self-love
- Body image
- Influences on appearance
- Role models

YEAR 5–6

- Puberty
- Physical changes
- Emotional changes
- Correct anatomical vocabulary
- Menstruation
- Body image
- Healthy self-esteem
- The person I want to become
- Managing change
- Aspirations
- Transition
- Preparing for secondary school / the next stage

KEY THEMES THAT RUN THROUGH OUR LEARNING

- COMMUNITY and belonging
- LAW and fairness
- RESPONSIBILITY and safety
- ACTIVE CITIZENSHIP and positive change
- RESPECT and inclusion
- A SUSTAINABLE future

FROM DEPENDENCE TO INDEPENDENCE

DEPENDENCE (I need help) → SELF-AWARENESS (I understand) → RESPONSIBILITY (I make choices) → INDEPENDENCE (I'm prepared)

READY FOR WHAT COMES NEXT

By the end of Year 6, children should increasingly be able to:

- build healthy relationships
- understand and regulate emotions
- think critically online
- make informed health choices
- act responsibly in their community
- act responsibly in their
- manage change
- ask for help
- make decisions about their future

"Personal development is not preparation for a test. It is preparation for life."

BELONG • SAFE • THRIVE | KNOW MORE • REMEMBER MORE • DO MORE

MODERN FOREIGN LANGUAGES

MFL

Building confident, accurate and increasingly independent linguists.

Children build knowledge of language so that they can understand more, say more, read more and write more with increasing confidence and accuracy.

EARLY LANGUAGE
Explore • Imitate • Begin

→

INTERMEDIATE
Build • Practise • Extend

→

PROGRESSIVE
Apply • Communicate • Fluency

SPEAKING
Say more with confidence

LISTENING
Understand more

READING
Learn more from text

WRITING
Express more in writing

GRAMMAR
Use language more accurately

UNDERPINNED BY:

PHONICS • VOCABULARY • GRAMMAR

> **Children build knowledge of language so that they can understand more, say more, read more and write more with increasing confidence and accuracy.**

MFL AT WHITEGATE END

Building confident, accurate and increasingly independent linguists.

LANGUAGE ANGELS®

OUR MFL CURRICULUM

We use Language Angels to deliver a high-quality, progressive and engaging MFL curriculum, giving children the knowledge and skills to become confident, curious and increasingly independent linguists.

SUBSTANTIVE KNOWLEDGE — THE WHAT

CAREFULLY SEQUENCED PHONEMES, VOCABULARY, GRAMMAR AND LINGUISTIC STRUCTURES.

WHAT CHILDREN KNOW

- **PHONICS** — Sounds and pronunciation
- **VOCABULARY** — Words and phrases
- **GRAMMAR** — How language works
- **LINGUISTIC STRUCTURES** — Building sentences and meaning

INTRINSICALLY LINKED

DISCIPLINARY KNOWLEDGE — THE HOW

USING AND MANIPULATING LANGUAGE TO UNDERSTAND AND COMMUNICATE INCREASINGLY INDEPENDENTLY.

WHAT CHILDREN LEARN TO DO

- **SPEAK** — Say more with confidence
- **LISTEN** — Understand more
- **READ** — Read and make meaning
- **WRITE** — Write with increasing accuracy
- **USE GRAMMAR TO COMMUNICATE** — Apply knowledge to create and adapt language

OUR PROGRESSION

KNOW THE LANGUAGE → USE THE LANGUAGE → MANIPULATE THE LANGUAGE → COMMUNICATE WITH INCREASING INDEPENDENCE

WHY MFL?

Language learning develops:

- communication
- listening
- memory
- pattern recognition
- pronunciation
- confidence
- curiosity about language

> Knowledge matters because it gives children something meaningful to communicate with.

OUR MFL CURRICULUM JOURNEY

From early exposure to increasingly independent communication.

A clear progression in Spanish, using Language Angels, helping our children build knowledge, develop skills and grow in confidence year by year.

LANGUAGE ANGELS®

SPANISH AT WHITEGATE END

We use Language Angels to deliver a high-quality, progressive Spanish curriculum, giving children the knowledge and skills to become confident, curious and increasingly independent linguists.

EARLY LANGUAGE
Explore • Imitate • Begin

→

INTERMEDIATE
Build • Practise • Extend

→

PROGRESSIVE
Apply • Communicate • Fluency

OUR SPANISH JOURNEY THROUGH KS2

A SEQUENCED CURRICULUM, BUILDING KNOWLEDGE, VOCABULARY AND SKILLS EACH YEAR.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phonics 1	Phonics 2	Phonics 3	Phonics 4
I Am Learning	My Family	The Date	Planets
Vegetables	At the Café	My Home	At School
Fruits	In the Classroom	Olympics	The Weekend
Presenting Myself	Do You Have a Pet?	Clothes	Habitats
Goldilocks	The Weather	Around Town	Healthy Lifestyles

INCREASING CHALLENGE, CONFIDENCE AND INDEPENDENCE

RECALL → PHRASE → SENTENCE → EXTENDED LANGUAGE → INDEPENDENCE

BEFORE KS2

Children may experience age-appropriate exposure to Spanish sounds, vocabulary, songs, stories and simple language.

BEFORE

Early exposure and curiosity about another language.

NOW

A carefully sequenced KS2 journey through Early, Intermediate and Progressive teaching.

NEXT

Increasingly independent language learning and preparation for secondary study.

This page is a navigation guide to our MFL journey in Spanish using Language Angels.
It shows our key learning themes and progression, not the full scheme of work.

THE THREE PILLARS OF LANGUAGE LEARNING

Phonics, vocabulary and grammar are woven through our Spanish curriculum, supporting substantial progress and confident communication.

The building blocks of language open up a bigger world.

PHONICS

Hear it. Recognise it. Pronounce it. Apply it.

Phonics is explicitly taught, enabling children to recognise and pronounce the key phonemes in Spanish. Sounds are revisited regularly through lessons, songs and games, helping children to move from isolated sounds to high-frequency words and then language in context. Previously taught phonemes continue to be retrieved.

OUR PHONICS JOURNEY

Year 3	Phonics 1
Year 4	Phonics 2
Year 5	Phonics 3
Year 6	Phonics 4

Phonics is not a one-off unit. It is woven throughout the curriculum and previously taught sounds are continually revisited.

VOCABULARY

Recall. Reuse. Expand. Combine.

Vocabulary provides the essential building blocks for communication. Our curriculum includes core, non-negotiable vocabulary alongside the rich and varied language from each unit. Words and phrases are revisited and consolidated across the curriculum so that children can recall, reuse and expand their vocabulary, moving from nouns and determiners towards phrases and increasingly sophisticated text.

CORE VOCABULARY
The essential language all pupils should know.

+

UNIT LANGUAGE
The wider vocabulary from each unit.

=

AN EXPANDING LANGUAGE BANK
More words. More connections. More opportunities to communicate.

GRAMMAR

Notice. Understand. Apply. Manipulate.

Grammar is woven through all units, beginning more implicitly and becoming increasingly explicit as children move through the Intermediate and Progressive teaching types. Previously introduced grammar is revisited and recycled, enabling children to apply and manipulate language with growing accuracy. Grammar supports communication, helping children to say more, write more and understand more, rather than being taught in isolation.

EXAMPLES OF GRAMMATICAL CONCEPTS

- gender
- determiners
- noun plurality
- adjectival agreement
- negative structures
- possessive adjectives
- conjunctions
- high-frequency verbs
- verb conjugation
- opinions and justifications

PHONICS Sounds to words + **VOCABULARY** Words to meaning + **GRAMMAR** Structures to accuracy = **COMMUNICATION** Understanding more. Saying more. Writing more.

WORDS → PHRASES → SENTENCES → CONNECTED TEXT → INDEPENDENT COMMUNICATION

Each new step builds on prior knowledge, with continual opportunities to retrieve and reuse earlier learning.

"The more language children know, the more they can do with it."

LANGUAGE SKILLS PROGRESSION

Increasing challenge. Increasing independence.

Our Spanish curriculum, through Language Angels, develops children's language learning across five key skills. Each skill builds progressively from Early Language, through Intermediate, to Progressive, with increasing complexity, accuracy and independence.

A love of language opens doors to a wider world.

	EARLY LANGUAGE Build the foundations	INTERMEDIATE Develop and apply	PROGRESSIVE Extend and personalise
SPEAKING Say more	• Recall and pronounce familiar words accurately. • Move towards short phrases and simple sentences.	• Build longer sentences. • Use verbs, adjectives and conjunctions. • Ask and answer increasingly detailed questions.	• Speak with greater fluency and ease. • Use transferable language. • Manipulate known language to express more personalised meaning. • Move beyond talking only about oneself.
LISTENING Understand more	• Understand short passages using familiar, taught language. • Recognise key words and phrases.	• Listen for longer and use known language to interpret less familiar material. • Develop confidence in identifying meaning in context.	• Understand increasingly extended spoken language. • Use gist-listening strategies when some language is unfamiliar. • Draw on known language to support understanding.
READING Discover more	• Find key words and recognise familiar language. • Notice cognates. • Begin to decode unfamiliar words using phonics knowledge.	• Read short passages. • Use familiar knowledge and a dictionary to unlock unfamiliar language. • Understand more through context and prior learning.	• Read longer and increasingly authentic texts. • Use context, linguistic knowledge and reference tools to understand meaning. • Develop confidence in a range of text types.
WRITING Create more	• Write and complete familiar words. • Move towards supported simple sentences. • Use modelled language.	• Construct sentences and short texts using nouns, articles and verbs. • Use word banks and dictionaries appropriately. • Begin to adapt and personalise language.	• Write longer passages. • Use adjectives, conjunctions, opinions and justifications. • Combine old and new language with increasing independence and accuracy. • Write for a range of purposes and audiences.
GRAMMAR Use language with accuracy	• Recognise basic language patterns. • Begin to understand the role of gender, articles and simple verb use.	• Understand and apply key grammatical concepts within context. • Use an increasing range of structures, including adjectives and conjunctions.	• Apply and manipulate grammar with growing confidence. • Use more complex structures, including negatives, possessives, conjunctions, opinions and a wider range of verb forms.

WORDS → PHRASES → SENTENCES → CONNECTED TEXT → INDEPENDENT COMMUNICATION

Progression is not a one-way journey. Throughout their learning, children continually retrieve, revisit and reuse earlier language, building fluency and confidence over time.

"Each step builds a more confident and capable linguist."

KNOWLEDGE, RETRIEVAL & INDEPENDENCE

Building confident linguists for life.

At Whitegate End, we use Language Angels to ensure that our Spanish curriculum builds secure knowledge, provides rich opportunities for retrieval and develops children's ability to use language with increasing confidence, accuracy and independence.

"Knowledge gives children something meaningful to communicate with."

SUBSTANTIVE KNOWLEDGE
THE 'WHAT'

The carefully sequenced language children need to know.

PHONICS – The sounds of Spanish

VOCABULARY – Core and unit language

GRAMMAR – Rules and structures

LINGUISTIC STRUCTURES – Words, phrases and text

DISCIPLINARY KNOWLEDGE
THE 'HOW'

How children use what they know to understand and express meaning.

PRONOUNCE · DECODE · ASK · ANSWER · LISTEN

READ · SPEAK · WRITE · MANIPULATE · COMMUNICATE

These skills enable children to use and manipulate language so that they can understand and communicate increasingly independently.

LANGUAGE LEARNING STRATEGIES
Tools for understanding and remembering

- Recognising cognates (words that look or sound similar)
- Being alert to false friends
- Gist listening (understanding the main meaning)
- Gist reading
- Using a bilingual dictionary
- Drawing on known language
- Combining old and new language
- Using metacognitive memory strategies

"Good language learners use strategies."

RETRIEVAL AT WHITEGATE END
More than just repeating old words.

At Language Angels, retrieval means recalling previously learnt language and using it in new contexts wherever possible. This builds stronger memory, longer-term retention and a richer language learning experience.

RECALL → USE AGAIN → APPLY IN A NEW CONTEXT → CONNECT WITH NEW LANGUAGE

CORE / NON-NEGOTIABLE LANGUAGE
The key language all pupils should increasingly retain and recall by the end of primary school.

+

RICHER UNIT LANGUAGE
The wider vocabulary, structures and grammatical knowledge developed through individual units.

LANGUAGE ANGELS RETRIEVAL OPPORTUNITIES
A wide range of resources support regular retrieval and revision.

- Core Vocabulary Mat
- Beginning-of-lesson retrieval
- Repeated recycling within later units
- Lesson 6 revision
- Pupil Knowledge Organisers
- Unit Glossaries
- Songs
- Games
- Interactive activities (in class and via the app)

"The goal is not to create children who simply know foreign words. It is to develop children who can use language with increasing confidence, accuracy and independence."

REMEMBER → REUSE → CONNECT → MANIPULATE → COMMUNICATE

Each time children retrieve, they strengthen their knowledge and open up new possibilities for what they can say, understand, read and write.

COMPUTING

Think logically. Create confidently. Navigate safely.

At Whitegate End, Computing equips children with the knowledge, skills and understanding to thrive in an increasingly digital world. Children learn to think logically, solve problems, create with confidence and use technology safely, responsibly and effectively.

COMPUTER SCIENCE

Understanding information, computation, digital systems and programming

INFORMATION TECHNOLOGY

Using technology to create programs, systems and a range of content

DIGITAL LITERACY

Using technology confidently, creatively, responsibly and safely

COMPUTATIONAL THINKING

THINK → CREATE → SOLVE → EVALUATE → USE RESPONSIBLY

DEVELOPS THROUGH:

COMPUTER SCIENCE • INFORMATION TECHNOLOGY • DIGITAL LITERACY

UNDERPINNED BY:

COMPUTATIONAL THINKING • PROGRAMMING • ONLINE SAFETY

> **Children build knowledge of technology and computing so that they can understand more, say more, read more and write more with increasing confidence and accuracy.**

Skills for today. Opportunities for tomorrow.

COMPUTING AT WHITEGATE END

A wide range of experiences. Confident problem solvers. Safe digital citizens.

At Whitegate End, our Computing curriculum exposes children to a wide range and variety of opportunities, including apps, websites, games, programmes and programmable technologies such as Bee-Bots and Jimu. Children learn to work independently and with resilience, think logically and sequentially, and use technology to create, solve problems and express their ideas.

Preparing our children for a digital world and a brighter future.

THINK
Logically and methodically

Children develop their computational thinking and learn to work sequentially, logically and independently.

CREATE
With purpose

Children use technology to produce programs, systems, presentations and a range of digital content in different styles and formats.

SOLVE
With resilience

Children learn to overcome challenges, explore unfamiliar technology and develop problem solving skills, both independently and collaboratively.

NAVIGATE SAFELY
As responsible digital citizens

Children become digitally literate, learning how to use technology safely, respectfully and responsibly to participate in an increasingly digital world.

OUR INTENT FOR COMPUTING

- Broad technological experience
- Confidence with unfamiliar technology
- Computational thinking
- Resilience
- Online safety

OUR IMPACT

Children leave Whitegate End with:

- CONFIDENCE
- RESILIENCE
- PROBLEM SOLVING
- COLLABORATION
- APPROPRIATE COMPUTING VOCABULARY

OUR LEARNING JOURNEY

Building knowledge, skills and independence over time.

- **ENCOUNTER** – Experience new technology
- **EXPLORE** – Have a go and investigate
- **UNDERSTAND** – Build knowledge and skills
- **CREATE** – Produce and apply
- **ADAPT** – Make changes and improve
- **EVALUATE** – Reflect and look forward

A WIDE RANGE OF TOOLS AND TECHNOLOGIES

- Apps
- Websites
- Games
- Programmes
- Programmable technology (e.g. Bee-Bots)
- Construction technology (e.g. Jimu)

These tools provide the context. The curriculum develops transferable knowledge, skills and computational thinking.

> *"We prepare children not simply to use the technology they know, but to approach unfamiliar technology with confidence.*

Computing for a brighter future.

COMPUTATIONAL THINKING

Thinking before programming.

Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human or both can understand.

"Think logically. Solve problems. Create a brighter future."

THE FOUR CORNERSTONES

EACH IS ESSENTIAL

COMPUTATIONAL THINKING
Solving problems in a logical and structured way.

DECOMPOSITION
Break a complex problem or system into smaller, more manageable parts.

PATTERN RECOGNITION
Look for similarities within and between problems.

ABSTRACTION
Focus on the information that matters and remove irrelevant detail.

ALGORITHMS
Develop a clear step-by-step solution or set of rules.

All four cornerstones work together. If one is missing, the solution is weaker.

FROM PROBLEM TO SOLUTION

1. **PROBLEM** — Understand the challenge.
2. **DECOMPOSE** — Break it down into smaller parts.
3. **FIND PATTERNS** — Look for similarities.
4. **ABSTRACT** — Focus on what matters.
5. **DESIGN ALGORITHM** — Create a step-by-step plan.
6. **PROGRAM / SOLVE** — Turn the plan into a solution.
7. **TEST & IMPROVE** — Check it works and make it better.

COMPUTATIONAL THINKING ≠ PROGRAMMING

COMPUTATIONAL THINKING
Works out what needs to happen. It helps you plan and solve the problem.

PROGRAMMING
Tells the computer what to do and how to do it.

EVERYDAY EXAMPLES

We use computational thinking in lots of situations:

- Planning a route
- Following instructions
- Solving a problem
- Designing an app or game

> *"Before children can code a solution, they need to understand the problem."*

Computational thinking builds brighter problem solvers.

THINK → CREATE → SOLVE → EVALUATE → USE RESPONSIBLY

HOW WE TEACH COMPUTING

Children learn computing by doing, testing, solving and improving.

At Whitegate End we use a practical, engaging and progressive approach to teaching computing. Our lessons give children the opportunity to explore, be curious, make mistakes, solve problems and develop their ideas using a range of technologies and unplugged activities.

"Curiosity today. Bright opportunities tomorrow."

OUR FIVE TEACHING PRINCIPLES

These principles, taken from our Whitegate End approach, help children to build knowledge, skills and confidence in computing.

1 UNPLUGGED LEARNING

Learn computing ideas through practical activity, discussion, drama and written language – without always needing a device.

2 TINKERING

Explore unfamiliar technology through experimentation. Pupils are given the opportunity to try things out, often through trial and error, to work things out for themselves.

3 CREATE • CORRECT • MODIFY

Create a program or digital outcome, identify any issues, correct them and modify or adapt your creation for different purposes.

4 PROBLEM SOLVING

Work with incomplete, incorrect or part-complete outcomes and determine how to make them work again. Use resilience and logical thinking to find solutions.

5 EVALUATION

Reflect on your work: Did it meet the brief? What worked well? What was difficult? What would you change next time? Why?

OUR LEARNING PROCESS

A cycle of exploring, creating and improving.

EXPLORE – Be curious and investigate
→ **CREATE** – Make something
→ **TEST** – See if it works
→ **DEBUG / CORRECT** – Find and fix issues
→ **MODIFY** – Adapt and improve
→ **EVALUATE** – Reflect and plan next steps

PRODUCTIVE STRUGGLE

Mistakes help us learn.

We value resilience and encourage children to keep going, even when things are difficult. Trying, noticing what isn't working and trying again builds deeper understanding.

A LEARNING MINDSET

Tinker. Try. Notice. Change. Try again.

TINKER → TRY → NOTICE → CHANGE → TRY AGAIN

LINKING TO OUR CURRICULUM APPROACH

Activating learning. Building knowledge. Using it. Reviewing it.

ACTIVATE → BUILD → USE → REVIEW

> *"Through exploration, problem solving and reflection, children become confident and independent learners."*

PROGRAMMING & CODING JOURNEY

From simple instructions to creative solutions.

At Whitegate End, children develop their programming and coding skills progressively throughout school. They start with simple, real-world algorithms and move on to using a range of tools to design, write, test, debug and adapt programs for different purposes.

"Small steps today. Big ideas tomorrow."

ALGORITHM – Plan the steps → **SEQUENCE** – Put them in order → **PROGRAM** – Turn ideas into code → **TEST** – See if it works → **DEBUG** – Find and fix errors → **MODIFY** – Improve and adapt

EARLY YEARS & KEY STAGE 1
BUILDING FOUNDATIONS

Children begin by understanding what an algorithm is through real-world contexts. They learn to give and follow simple instructions and explore programmable devices.

- Real-world algorithms
- Simple sequences
- Programmable devices
- Bee-Bots
- Bee-Bot App
- Year 2 I-Robot (creating simple algorithms and sequences to control a Bee-Bot)

EXPERIENCE • EXPLORE • FOLLOW

Simple ideas. Big foundations.

LOWER KEY STAGE 2
DEVELOPING SKILLS

Children build on their early experiences by writing and testing simple programs. They begin to explain what a program should do, identify and correct errors and explore a wider range of tools and technologies.

- Coding
- Bee-Bots
- Bee-Bot App
- A.L.E.X.
- Moving towards Scratch Jr.
- Explaining what programs should do
- Identifying and correcting errors

PRACTISE • EXPERIMENT • IMPROVE

Growing confidence. Greater control.

UPPER KEY STAGE 2
APPLYING AND EXTENDING

Children use increasingly complex programming skills to create programs for specific purposes. They learn to debug, adapt and refine their work, using a range of tools and structures.

- Scratch Jr.
- Code.org
- Increasingly complex programming
- Debugging
- Adapting programs
- Creating programs for specific outcomes

CHALLENGE • ADAPT • CREATE

Real problems. Creative solutions.

KEY CONCEPTS IN PROGRAMMING
Building the language of Computer Science.

SEQUENCE	REPETITION	SELECTION	DEBUG	VARIABLES	INPUT	OUTPUT
Put instructions in order	Repeat instructions	Make choices in a program	Find and fix errors	Use and change values	Take in information	Produce a result

OUR PROGRESSION
Children move from following instructions to creating their own programs, explaining their thinking and solving problems.

FOLLOW → CREATE → EXPLAIN
DEBUG → ADAPT → SOLVE

Increasing challenge. Increasing independence.

"Coding gives children a way to be creative, solve problems and make their ideas happen."

INFORMATION TECHNOLOGY & DATA

Using technology purposefully.

At Whitegate End, children use a range of technologies to create, organise, analyse and present information. Information Technology and data help children to communicate their ideas, investigate topics, solve problems and make sense of the world around them.

"Technology is a tool for thinking, creating, analysing and communicating."

CREATE & PRESENT

Communicate ideas with impact.

Children use technology to create and present information in different ways and for different audiences.

EXAMPLES FROM OUR CURRICULUM

- Pic Collage
- Google Slides
- iMovie
- Web Design (Spark Page)

Different tools. Different styles. Real audiences.

DATA

Collect. Represent. Interpret.

Children collect, organise, represent and interpret data, using a range of digital tools. They learn how information can be presented clearly and used to help answer questions.

EXAMPLES FROM OUR CURRICULUM

- Graphs and charts
- j2e.com
- Apple Numbers

Turning information into understanding.

RESEARCH & INTERNET USE

Find. Evaluate. Use wisely.

Children use internet technologies and search tools purposefully, learning to find, evaluate and use information in a safe and responsible way.

EXAMPLES FROM OUR CURRICULUM

- Safari
- Google Slides
- Appropriate web research for learning
- Using information to support class topics

Reliable information. Better learning.

A PURPOSEFUL PROCESS

Using technology because it helps us achieve an intended outcome.

CREATE – Make and produce
ORGANISE – Sort and structure
REPRESENT – Present clearly
INTERPRET – Make sense of information
COMMUNICATE – Share with an audience

PURPOSE MATTERS

Children learn to choose technology because it helps them achieve a specific goal — not simply because a device is available. We encourage children to think about the best tool for the job.

MAKING LINKS ACROSS THE CURRICULUM

Computing is used to enhance learning in many subjects, including:

Geography | History | Art | Mathematics | Science and Physics

"Technology should amplify good teaching, not replace it."

The tools provide the context. The curriculum develops transferable knowledge, skills and computational thinking.

PROGRAMMING & CODING JOURNEY

From simple instructions to creative solutions.

At Whitegate End, children develop their programming and coding skills progressively, starting with real-world contexts and simple sequences, and moving on to designing, writing, testing, debugging and adapting programs for increasingly complex purposes.

"Small steps today. Big ideas tomorrow."

THE CODING PROCESS

From an idea to a working program.

- **ALGORITHM** – Plan the steps
- **SEQUENCE** – Put them in order
- **PROGRAM** – Turn ideas into code
- **TEST** – See if it works
- **DEBUG** – Find and fix errors
- **MODIFY** – Adapt and improve

EARLY YEARS & KEY STAGE 1
BUILDING FOUNDATIONS

Children begin by understanding what an algorithm is through real-world contexts. They learn to give and follow simple instructions and explore programmable devices.

- Real-world algorithms
- Simple sequences
- Programmable devices
- Bee-Bots
- Bee-Bot App
- Year 2 I-Robot (creating simple algorithms and sequences to control a Bee-Bot)

EXPLORE • PRACTISE • FOLLOW

Simple ideas. Big foundations.

LOWER KEY STAGE 2
DEVELOPING SKILLS

Children build on their early experiences by writing and testing simple programs. They begin to explain what a program should do, identify and correct errors and explore a wider range of tools and technologies.

- Coding
- Bee-Bots
- Bee-Bot App
- A.L.E.X.
- Moving towards Scratch Jr.
- Explaining what programs should do
- Identifying and correcting errors

PRACTISE • EXPERIMENT • IMPROVE

Growing confidence. Greater control.

UPPER KEY STAGE 2
APPLYING AND EXTENDING

Children use increasingly complex programming skills to create programs for specific purposes. They learn to debug, adapt and refine their work, using a range of tools and structures.

- Scratch Jr.
- Code.org
- Increasingly complex programming
- Debugging
- Adapting programs
- Creating programs for specific outcomes

CHALLENGE • ADAPT • CREATE

Real problems. Creative solutions.

KEY COMPUTING CONCEPTS
The building blocks we revisit and develop.

- **SEQUENCE** – Put instructions in order
- **REPETITION** – Repeat instructions
- **SELECTION** – Make choices in a program
- **DEBUG** – Find and fix errors
- **VARIABLES** – Use and change values
- **INPUT** – Take in information
- **OUTPUT** – Produce a result

OUR APPROACH

Children progress from following instructions to creating their own programs, explaining their thinking and solving problems. They are encouraged to be resilient, to try again, and to see mistakes as part of the learning process.

PROGRESSION MINDSET

FOLLOW → CREATE → EXPLAIN
DEBUG → ADAPT → SOLVE

Increasing challenge. Increasing independence.

> *"Before children can code a solution, they need to understand the problem."*

OUR COMPUTING CURRICULUM JOURNEY

A year of revisiting, applying and extending computing knowledge.

Our computing curriculum is carefully sequenced so that key themes are revisited each year, allowing children to build on prior learning, develop their skills and apply them in new contexts. The tools provide the context. The curriculum develops transferable knowledge, skills and computational thinking.

"Building knowledge today for a more connected tomorrow."

	HT1 STAY SAFE Online Safety	HT2 CODE Coding	HT3 PRESENT Information, Data & Internet Usage	HT4 REPRESENT DATA Graphs & Charts	HT5 REVISIT CODING Build and Apply	HT6 APPLY PURPOSEFULLY Use Technology
Year 3	**Online Safety** • Pic Collage • Interland (Google) • Band Runner (Think U Know)	**Coding** • Bee-Bots • Bee-Bot App	**Presenting Information / Data & Internet Usage** • Google Slides	**Data Representation** (graphs & charts) • j2e.com	**Coding – Revisited** • Bee-Bot App • A.L.E.X. • Code Spark	**Use Technology Purposefully** • Pic Collage • Interland (Google) • Band Runner (Think U Know) • Google Slides • j2e.com • Bee-Bot App • A.L.E.X. • Code Spark
Year 4	**Online Safety** • Pic Collage • Interland (Google) • Band Runner (Think U Know)	**Coding** • Bee-Bots • Bee-Bot App • A.L.E.X.	**Presenting Information / Data & Internet Usage** • Google Slides • iMovie	**Data Representation** (graphs & charts) • j2e.com	**Coding – Revisited** • Bee-Bot App • A.L.E.X. • Code Spark	**Use Technology Purposefully** • Pic Collage • Interland (Google) • Band Runner (Think U Know) • Web Design (Spark Page) • Code Spark
Year 5	**Online Safety** • Pic Collage • Interland (Google) • Band Runner (Think U Know)	**Coding** • Scratch Jr.	**Presenting Information / Data & Internet Usage** • Google Slides • Safari	**Data Representation** (graphs & charts) • Apple Numbers	**Coding – Revisited** • Scratch Jr. • iMovie • Code Spark	**Use Technology Purposefully** • Jimu
Year 6	**Online Safety** • Pic Collage • Interland (Google) • Band Runner (Think U Know)	**Coding** • Scratch Jr. • Code.org	**Presenting Information / Data & Internet Usage** • Google Slides • Safari	**Data Representation** (graphs & charts) • Apple Numbers	**Coding – Revisited** • Scratch Jr. • iMovie • Code Spark • Code.org	**Use Technology Purposefully** • Minecraft Education Code Spark

REVISIT
Key themes are revisited each year to build depth and confidence.

PROGRESS
Skills, knowledge and independence grow across the year groups.

APPLY
Children use computing across the curriculum in meaningful ways.

PREPARE
We equip our children with the skills to navigate and shape a digital world.

"The tools provide the context. The curriculum develops transferable knowledge, skills and computational thinking."

RELIGIOUS EDUCATION

BELIEVING & BELONGING

Understanding beliefs. Exploring big questions. Learning to live well together.

RE BRINGS TOGETHER...

- BELIEFS
- +
- WORLDVIEWS
- +
- LIVED EXPERIENCE
- +
- BIG QUESTIONS

BELIEVING

Understanding religions and worldviews, their beliefs, practices, values and diversity.

BELONGING

Understanding identity, community, diversity and our shared humanity.

RE helps children understand religions and worldviews, ask important questions and develop the knowledge and thinking needed to navigate a diverse world.

OUR RE CURRICULUM JOURNEY

ENCOUNTER → ENQUIRE → UNDERSTAND → THINK → REFLECT → RESPOND

A MORE UNDERSTANDING,
KINDER AND MORE CONNECTED WORLD

RE AT WHITEGATE END

"Building knowledge today for a more connected tomorrow."

KNOW MORE ABOUT BELIEFS. THINK DEEPLY ABOUT LIFE. UNDERSTAND OTHERS.

At Whitegate End we follow the Oldham SACRE Believing and Belonging Agreed RE Syllabus 2025–2030. Through Religious Education we aim to develop successful learners who can think deeply, show respect, and make a positive contribution to our diverse local, national and global community.

OLDHAM SACRE
BELIEVING AND BELONGING
AGREED RE SYLLABUS
2025 – 2030

OUR AIMS

- To develop successful learners through Religious Education.
- To present interesting and important conceptual challenges to all pupils.
- To enable children to encounter different religions and worldviews.
- To understand how religion and belief have shaped British culture and heritage.
- To develop respect and understanding of those with different beliefs and backgrounds.
- To prepare children to become responsible citizens and explore local, national and global questions in spiritual and moral contexts.

OUR SCHOOL VALUES IN RE

WE NURTURE
Listen, understand and respect.

WE ACT WITH INTEGRITY
Consider beliefs, values and moral questions thoughtfully.

WE SHOW DETERMINATION
Explore challenging questions with curiosity and open-mindedness.

WHY RE?

RE helps children:

- Ask life's big questions
- Develop religious & theological understanding
- Think critically
- Reflect
- Discuss and debate
- Understand diversity
- Develop their own perspectives

RE IS NOT ABOUT TELLING CHILDREN WHAT TO BELIEVE.

Children study and learn from religions and worldviews while being encouraged to think, question, reflect and respond for themselves.

OUR RE PROVISION

- RE is taught across Whitegate End using the **Oldham SACRE** syllabus.
- Statutory **RE** includes pupils from Reception onwards.
- **RE** is delivered in a range of engaging and age-appropriate ways.

"RE gives children a safe, rigorous space to explore beliefs, values, identity and the questions that matter."

UNDERSTANDING PEOPLE • EXPLORING IDEAS • BUILDING A FAIRER WORLD

THE SIX LEARNING PATHWAYS

Six threads running through our RE curriculum.

At Whitegate End we follow the Oldham SACRE Believing and Belonging Agreed RE Syllabus 2025–2030. The six learning pathways provide a clear structure for our curriculum. They are revisited throughout the school, allowing children to build, connect and deepen their knowledge, understanding and thinking. Substantive knowledge of religions and worldviews is developed through all six pathways.

*"Different beliefs.
A shared humanity.
A brighter tomorrow."*

PATHWAY 1
THE NATURE OF RELIGION & BELIEF

- Explore how religions and worldviews contain interconnected beliefs, practices and values.
- Understand diversity and change within and between traditions.

PATHWAY 2
EXPRESSING BELIEF

- Explore how people express deep beliefs and experiences through:
  - words
  - stories
  - symbols
  - art
  - music
  - ritual
  - other forms of expression.

PATHWAY 3
A GOOD LIFE

- Explore what religious and non-religious people believe about:
  - how we should live
  - moral behaviour
  - values
  - character
  - right and wrong.

PATHWAY 4
PERSONAL JOURNEY

- Explore experiences of:
  - identity
  - meaning
  - purpose
  - belonging
  - spirituality
  - transformation.

PATHWAY 5
INFLUENCE & AUTHORITY

- Explore how religions and worldviews influence:
  - communities
  - culture
  - traditions
  - laws
  - festivals
  - values
  - society.

PATHWAY 6
THE BIG PICTURE

- Explore the larger narratives through which people understand:
  - the universe
  - humanity
  - meaning
  - purpose
  - ultimate questions.

BELIEVING & BELONGING

Understanding religions and worldviews.
Exploring big questions.
Learning to live well together.

*"The same big questions.
New perspectives.
A more understanding world."*

*The pathways stay familiar.
The questions, knowledge and thinking become deeper.*

OUR PROGRESSION

The six pathways are revisited from EYFS to Year 6.

REVISIT — Return to key ideas in new contexts

CONNECT — Make links and see bigger patterns

DEEPEN — Build greater knowledge and understanding

APPLY — Use learning to think, reflect and respond

BELIEFS • WORLDVIEWS • BIG QUESTIONS • LIVED EXPERIENCE • A SHARED HUMANITY

KNOWLEDGE, ENQUIRY & THINKING IN RE

Building knowledge. Asking questions. Making meaning.

In Religious Education, children learn about religions and worldviews, investigate important questions and develop their own informed responses. Our curriculum combines substantive knowledge, disciplinary thinking and personal reflection to help children navigate a diverse world.

"Questions open minds. Respect brings us closer together."

1. SUBSTANTIVE KNOWLEDGE
WHAT DO WE NEED TO KNOW?

Children progressively build knowledge about religions and worldviews. The Oldham syllabus requires a balanced and increasingly secure knowledge of:

- CHRISTIANITY
- ISLAM
- JUDAISM
- HINDU DHARMA
- SIKHI
- BUDDHISM
- NON-RELIGIOUS WORLDVIEWS

Our aim is breadth, depth and sequence — helping children build secure knowledge over time, rather than a superficial coverage.

2. DISCIPLINARY THINKING
HOW DO WE INVESTIGATE?

RE draws on several academic ways of thinking. These different lenses help children investigate religious and non-religious worldviews, ask thoughtful questions and develop deeper understanding.

THEOLOGY
What do people believe and how are beliefs understood?

PHILOSOPHY
What questions can we ask about meaning, truth and existence?

ETHICS
How should people live and make moral choices?

SOCIAL STUDIES
How are beliefs lived within communities, cultures and society?

These approaches are not separate lessons but different lenses that we use together throughout RE.

3. PERSONAL KNOWLEDGE
WHAT DO I THINK?

Children have structured opportunities to:

- Reflect
- Question
- Compare
- Make connections
- Consider other perspectives
- Develop their own informed responses

Personal reflection follows serious study of religions and worldviews and is not a substitute for subject knowledge.

OUR RE LEARNING PROCESS
From knowledge to response.

KNOW — Build knowledge
ENQUIRE — Ask questions
INTERPRET — Think carefully
COMPARE — Look at different views
REFLECT — Make connections
RESPOND — Develop an informed view

BIG QUESTIONS
RE provides a safe but challenging place to explore questions such as:

- Meaning
- Purpose
- Identity
- Belief
- Right and wrong
- What it means to be human

LIVED EXPERIENCE MATTERS
Religions and worldviews are not just texts and official doctrines. Children should encounter the diverse ways beliefs are actually lived by individuals and communities.

PEOPLE | PLACES | STORIES | COMMUNITIES | LIVED EXPERIENCE

DEVELOPING THOUGHTFUL CITIZENS
Through knowledge, enquiry and reflection, RE helps children to:

- Understand and respect diversity
- Engage with important moral and philosophical questions
- Recognise the significance of religion and belief in our local, national and global communities
- Develop the knowledge and thinking needed to navigate a diverse world

"We learn what people believe, how those beliefs are lived, and how to think carefully about the questions they raise."

Different views.
Deeper understanding.
A more compassionate world.

EYFS & KS1 RE JOURNEY

"Wonder is the beginning of wisdom."

From curiosity and experience to increasingly structured enquiry.

In the early years and Key Stage 1, children begin to explore religion and worldviews through meaningful experiences and structured enquiry. They develop their understanding of people, places, stories and big questions, building the foundations for deeper learning in Key Stage 2.

EYFS — RECEPTION
Exploring the world with curiosity.

RE in the Early Years is woven through provision and meaningful experiences. Children begin to explore religion and worldviews through:

- SPECIAL PEOPLE
- SPECIAL PLACES
- SPECIAL OBJECTS
- STORIES
- CELEBRATIONS
- COMMUNITY
- THE NATURAL WORLD
- FEELINGS & EXPERIENCES

THE SIX EYFS ENQUIRY AREAS

1. Which places are special to members of our community?
2. Why are some objects special?
3. Who cares for me and how do I help others?
4. Who belongs in my family and community?
5. How do people celebrate special times?
6. How do we understand and care for the world?

PLAY | EXPLORE | NOTICE | ASK | TALK | WONDER

Children encounter stories, objects, people and places from religious and non-religious communities where appropriate.

KS1 — YEARS 1 & 2
Building knowledge and asking questions.

In Key Stage 1, children build on their early experiences and begin to explore important questions through six core enquiries across Years 1 and 2.

THE SIX CORE ENQUIRIES (YEARS 1 & 2)

1	PATHWAY 1	What does it mean to belong to a community of belief?
2	PATHWAY 2	How are symbols used to welcome new life?
3	PATHWAY 3	How can we make good choices?
4	PATHWAY 4	How and why do some people pray?
5	PATHWAY 5	Why are festivals important in a community?
6	PATHWAY 6	Which books and stories are important?

FOCUS STUDY OPTIONS

In addition to the core units, the syllabus provides a range of focus enquiries. Possible options include:

- believing and belonging in my school
- Hindu stories and how they help people live
- caring for others
- religion/worldviews and our wonderful world
- Bible stories retold over time
- what Jesus taught and how he lived

The syllabus recommends all six core units across Years 1 and 2 — normally three in each year — plus one focus unit each year.

DEVELOPING UNDERSTANDING
From experience to beginning explanation.

EXPERIENCE — Real life encounters → NAME — Begin to use simple vocabulary → DESCRIBE — Talk about what they notice → ASK — Begin to ask questions → CONNECT — Make links and see patterns → BEGIN TO EXPLAIN — Share ideas and reasoning

BEFORE → NOW → NEXT

BEFORE
Curiosity, stories, people, places and experiences in EYFS.

NOW
Building foundational knowledge and beginning structured enquiry in KS1.

NEXT
Deeper exploration of traditions, beliefs, spirituality and lived experience in Lower Key Stage 2.

"Every question opens a new door to understanding."

LOWER KS2 RE JOURNEY

"Exploring others helps us understand the world — and ourselves."

Years 3 & 4 — building breadth, connections and explanation.

"Different perspectives. A stronger community. A kinder world."

In Lower Key Stage 2, children deepen their knowledge of religions and worldviews, make connections between beliefs and practices, and begin to explain why these matter to people. They explore a wider range of questions and develop their ability to compare different perspectives.

THE SIX CORE ENQUIRIES (Years 3 & 4)

These six enquiries, one for each learning pathway, guide the RE curriculum in Lower KS2.

1	PATHWAY 1	How do Jews remember God's covenant?
2	PATHWAY 2	How do different people express their spirituality?
3	PATHWAY 3	How do the Five Pillars help Muslims to lead a good life?
4	PATHWAY 4	Why do the lives of the Gurus inspire Sikh believers?
5	PATHWAY 5	What faiths and beliefs can be found in our country and community?
6	PATHWAY 6	How do ancient stories influence modern celebrations?

The syllabus recommends the six core units across Years 3 and 4 — normally three in each year — with an additional focus unit each year.

FOCUS ENQUIRY OPTIONS

Exploring key ideas in greater depth.

In addition to the core units, the syllabus provides a range of focus enquiries. Possible options include:

- How do creation stories help people understand the world?
- How does the Bible help Christians to live a good life?
- Why do people follow inspirational leaders?
- How are the stories of Holy Week important to Christians?

Focus units provide opportunities to explore selected ideas in greater depth. Schools may choose from the options provided in the syllabus.

DEVELOPING KNOWLEDGE, SKILLS AND UNDERSTANDING

In Lower KS2, children increasingly:

- Use subject vocabulary with growing confidence.
- Make connections between beliefs, practices and ways of life.
- Compare different perspectives and recognise diversity.
- Explain why beliefs and practices matter to people.
- Ask and respond to increasingly challenging questions.
- Develop their own informed ideas and views.

OUR PROGRESSION IN THINKING

Building from knowledge to explanation.

KNOW	DESCRIBE	CONNECT	EXPLAIN	COMPARE
Recall and understand key information	Explain what people believe and do	Make links across ideas and experiences	Give reasons and begin to justify ideas	Look at different viewpoints and consider similarities and differences

"The more we learn about others, the more we understand our shared humanity."

LOWER KS2 MOVES CHILDREN...
from knowing what people do towards explaining why beliefs and practices matter.

UPPER KS2 RE JOURNEY

"A deeper understanding today for a more thoughtful tomorrow."

Years 5 & 6 — deepening knowledge, interpretation and critical thinking.

In Upper Key Stage 2, children build a more detailed and sophisticated understanding of religions and worldviews. They explore complex questions, make connections between beliefs, practices and ways of life, and develop their ability to interpret, evaluate and respond thoughtfully.

"More understanding. A more respectful world. A brighter future."

THE SIX CORE ENQUIRIES
(Years 5 & 6)

These six enquiries, one for each learning pathway, guide the RE curriculum in Upper KS2.

1	PATHWAY 1	What do Hindu people believe?
2	PATHWAY 2	How do Sikhs express their beliefs?
3	PATHWAY 3	What values do people live by?
4	PATHWAY 4	How might pilgrimage transform people's lives?
5	PATHWAY 5	How and why do Jewish communities celebrate their festivals?
6	PATHWAY 6	What do Bible narratives say about covenant?

The syllabus recommends the six core units across Years 5 and 6 — normally three in each year — with an additional focus unit each year.

FOCUS ENQUIRY OPTIONS
Exploring key ideas in greater depth.

In addition to the core units, the syllabus provides a range of focus enquiries. Possible options include:

- What does believing and belonging mean in Oldham?
- What is the significance of Easter, Ascension and Pentecost?
- Should we forgive others?
- Why are rites of passage important?
- How do Buddhists live a meaningful life?
- What is Humanism?

Focus units provide opportunities to explore selected ideas in greater depth. Schools may choose from the options provided in the syllabus.

BY THE END OF PRIMARY...

Children should increasingly be able to:

- Use secure knowledge of religions and worldviews.
- Recognise diversity within as well as between traditions.
- Explain connections between beliefs, practices and ways of life.
- Engage thoughtfully with moral and philosophical questions.
- Compare different perspectives.
- Use evidence and subject knowledge in their responses.
- Reflect on their own and others' worldviews respectfully.
- Participate as informed, empathetic and thoughtful citizens.

OUR PROGRESSION IN THINKING

From knowledge to informed and thoughtful responses.

KNOW	EXPLAIN	INTERPRET	COMPARE	EVALUATE	RESPOND
Secure subject knowledge	Give reasons and make connections	Explore meaning and different views	Consider similarities and differences	Make informed judgements	Apply learning to new contexts and real-life questions

"Knowledge gives children the confidence to think critically without reducing complex beliefs to simple answers."

UPPER KS2 PREPARES CHILDREN...

to be informed, respectful and active citizens in a diverse and changing world.

BELIEVING & BELONGING IN OLDHAM

Learning about religion and worldviews in the community around us.

Our Oldham SACRE syllabus, *Believing* and *Belonging*, helps children understand the diverse religions and worldviews that shape our local community, our country and our wider world. It encourages them to explore big questions, to respect different perspectives and to recognise our shared humanity.

"A diverse community. A shared future."

ENCOUNTER

Real people. Real experiences. A richer understanding.

Children's understanding is enriched when they encounter the beliefs and experiences of others. This may happen through:

- People
- Places
- Stories
- Objects
- Communities
- Lived experience

These encounters may take place in school, through visitors, through visits, within our local communities or through carefully selected online experiences.

DIVERSITY

Different people. Different perspectives. A richer world.

There is diversity between religions and worldviews, and within them. People within the same religion or worldview may have different beliefs, practices and ways of life.

RELIGIOUS WORLDVIEWS
Including Christianity, Islam, Judaism, Hindu Dharma, Sikhi, Buddhism and others.

NON-RELIGIOUS WORLDVIEWS
Including Humanism and other non-religious beliefs.

LOCAL CONTEXT AND THE WIDER WORLD
Exploring the diverse community in Oldham, across the United Kingdom and globally.

"Different beliefs, shared values, stronger communities."

BELONGING

Understanding. Respecting. Thriving together.

RE helps children to understand identity, community and the experiences of others. It supports our school vision of BELONG • SAFE • THRIVE by:

BELONG	Understanding identity, community and the experiences of others.
SAFE	Creating a respectful space for difficult questions, disagreement and reflection.
THRIVE	Developing informed, empathetic and thoughtful citizens able to participate in a diverse world.

RE & SMSC

RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.

SPIRITUAL	MORAL	SOCIAL	CULTURAL
Explore meaning, purpose and life's big questions.	Consider values, behaviour, right and wrong.	Understand communities, relationships and responsibility.	Understand different traditions, experiences and ways of life.

HOW WE KNOW LEARNING IS DEVELOPING

Progress in RE is assessed against the learning pathways over time. Pupils do not need a formal assessment after every unit. At Whitegate End, we monitor teaching and learning through:

BOOK SCRUTINY	LEARNING WALKS	PUPIL MEETINGS
Looking at a range of pupils' work.	Seeing RE in action across school.	Talking to children about their learning.

ASSESSMENT HELPS TEACHERS UNDERSTAND:

WHAT CHILDREN KNOW	Their substantive knowledge of religions and worldviews.
HOW THEIR THINKING IS DEVELOPING	Their ability to enquire, make connections, compare and respond.
WHAT THEY NEED NEXT	How to build on strengths and address any gaps in knowledge or understanding.

EVERY SUBJECT MATTERS.
EVERY YEAR MATTERS.
EVERY TEACHER CONTRIBUTES TO THE JOURNEY.

BELONG • SAFE • THRIVE
KNOW MORE • REMEMBER MORE • DO MORE