



Substantive and Disciplinary Knowledge

Substantive knowledge is content that is taught as fact.

Disciplinary knowledge is understanding how knowledge is established, verified and revised.

	Substantive Knowledge Examples	Disciplinary Knowledge Examples
Phonics (Early Reading)	<ul style="list-style-type: none"> ● Learning to recognise Set 1, 2 and 3 sounds ● Reading sounds within words ● Using strategies to decode unknown words e.g. Fred talk ● Reading multisyllabic words ● Reading words by sight (red words) ● Reading words with automaticity 	<ul style="list-style-type: none"> ● Fred Talking ● Fred in your head ● Story-Teller Voice ● Fred Finger Spelling ● Automaticity e.g. Knowing to use 'Special Friends, Fred Talk, Read the word'
Reading	<ul style="list-style-type: none"> ● Ability to decode and sight-read words ● Allowing children opportunities to read for pleasure ● Develop their vocabulary ● Apply their knowledge of reading strategies to comprehend a range of texts ● 	<ul style="list-style-type: none"> ● The interpretation and comparison of themes and conventions ● Using text to back up arguments and discussions ● Evaluating the intentions of the author
Writing	<ul style="list-style-type: none"> ● Know that a sentence must start with a capital letter. ● Know that conjunctions join two clauses together. ● Know what an adjective is. ● Know what a preposition is. 	<ul style="list-style-type: none"> ● Showing an awareness of the audience. ● Adapt writing to suit the genre. ● Demonstrating cohesion in writing. ● Producing an effective plan to support writing.

Maths	<ul style="list-style-type: none"> ● Number Bonds ● Multiplication facts up to 12 x 12 ● Properties of shape ● 24 hour clock 	<ul style="list-style-type: none"> ● Reasoning and problem solving ● Make connections ● Investigate questions ● Apply knowledge to real-world problems
Science	<ul style="list-style-type: none"> ● Names of the parts of the ear ● The life cycle of a frog ● How the seasons change ● Knowing how to make a circuit light up 	<ul style="list-style-type: none"> ● Testing a hypothesis ● Observing ● Taking accurate measurements ● Drawing a conclusion
Computing	<ul style="list-style-type: none"> ● Learn how to organise data ● Include sequence, selection and repetition into code and their own designs ● Use filters when searching for digital content ● Demonstrate the safe and respectful use of a range of different technologies and online services 	<ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● Use search technologies effectively ● Explain how they are developing an online reputation which will allow others to form an opinion of them
History	<ul style="list-style-type: none"> ● World War 2 started in 1939 ● Lord Shaftesbury introduced Ragged Schools ● The Wright Brothers made the first flight ● There were hunters and gatherers in the Stone Age 	<ul style="list-style-type: none"> ● Using sources ● Being able to identify continuity and change ● Gather eyewitness accounts ● Explore artefacts to see what they tell us about the past
Geography	<ul style="list-style-type: none"> ● Locating continents on a map ● Knowing weather patterns in the UK ● Mapping and labelling the seven biomes on a world map ● Using four-figure grid references 	<ul style="list-style-type: none"> ● Comparing and contrasting places and locations ● Interpreting a range of sources of geographical information e.g. maps, globes, diagrams ● Collecting, analysing and communicating data ● Communicate information in a variety of ways e.g. maps, numerical and writing

Art	<ul style="list-style-type: none"> ● Explore mark- making in all its forms - experiment with line, tone and texture, different materials and record in sketchbooks. ● Develop painting skills, using colour mixing, painting on a range of surfaces and with different tools. Explore mixed media within artwork. ● Investigate, construct and model with a variety of materials, shaping and joining in 3D ● Design and make for different art purposes. Learn new making techniques - comparing these and making choices about a particular outcome. 	<ul style="list-style-type: none"> ● Drawing ● Painting and Mixed media ● Sculpture and 3D ● Craft and Design
DT	<ul style="list-style-type: none"> ● Join edges using a running stitch ● Wide and flat based structures are more stable. ● Wheels need to be round to rotate and move ● Safety and hygiene are important when cooking ● 	<ul style="list-style-type: none"> ● Designing ● Constructing ● Testing and adapting ● Evaluating
RE	<ul style="list-style-type: none"> ● 5 pillars of Islam ● Ceremony of baptism ● The Trinity ● Diwali 	<ul style="list-style-type: none"> ● Visits places of worship ● visiting leaders of faith ● Religious artefacts ● Sources (Holy Books)
PSHE	<ul style="list-style-type: none"> ● Understanding their place in the class, school and global community ● Anti-bullying (cyber and homophobic) ● Knowing that the world is a diverse place ● Be able to set goals, have aspirations, learn to work together and celebrating success ● Building self-confidence and self-esteem ● Understand friendships, family and other relationships, learn to resolve conflicts and develop communication skills 	<ul style="list-style-type: none"> ● Enjoy their learning, be inclusive and maximise social skills. ● Take part in collaborative learning, know how to take turns and contribute effectively to a team. ● Increase their self-awareness, relax the mind and body, quietening their thoughts and emotions to a place of optimum learning capacity. ● Reflect and evaluate on their learning and be able to apply this to their own lives.

PE	<ul style="list-style-type: none"> ● Throw and catch a range of objects ● Move bodies in different ways - running, jumping, skipping, rolling ● Game rules, tactics and strategies for attacking and defending ● Swim confidently and competently over 25 metres 	<ul style="list-style-type: none"> ● Sequences of lessons to develop and master skills ● Working collaboratively to perform and evaluate ● Apply skills into game play and events ● Internal and external competitions
Languages	<ul style="list-style-type: none"> ● Learn to listen, speak, read and write in french for the following topic areas: ● colour names ● numbers ● greetings ● expressing likes and dislikes ● animal names and descriptions ● simple instructions ● food and drink ● family and friends ● hobbies and interests ● the future ● 	<ul style="list-style-type: none"> ● Conversation practise to rehearse new vocabulary ● Identifying patterns, word formation and structures in French ● Memorising – compare a range of techniques for memorising structures and spellings, alongside use of music and singing ● Using knowledge of English or another language to compare words ● Working out meaning using previous knowledge, of what they have read or have heard ● Reading aloud with increased accuracy and expression ● Develop accurate pronunciation
Music	<ul style="list-style-type: none"> ● knowing about the technical and wider elements of music (the facts). ● moving to the pulse of the music ● singing a familiar song ● singing song from memory ● understanding notations ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● copying and responding to musical ideas 	<ul style="list-style-type: none"> ● knowing how to apply this knowledge in practice to control sounds and create music. ● rehearsing ● learning an instrument ● performing ● characteristics of a piece of music ● body percussion ● singing in unison ● finding the pulse ● to sing with the awareness od singing in tune