



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

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

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

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