



St John the Baptist C of E Primary School

Whole School Progression of Skills and Knowledge

A	EYFS	Year 1	Year 2	Rowan	Holly	Oak
<p>Geography</p>	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Understanding the World Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Location School and grounds. Identify Findon village, Worthing and London.</p> <p>Name and locate the four countries of the UK and the capital cities of the UK. Name the seas surrounding the UK.</p> <p>Investigate, compare and contrast places Talk about the similarities and differences between a village (Findon), a town (Worthing) and a city (London).</p> <p>Map Skills Use maps, atlases and globes to identify the UK and its countries. Locate the capital cities of each country. Locate the surrounding seas of the UK. Locate Findon on a map and the school. Use a simple key to identify these. Look at the purpose of a map and follow maps in the school grounds. In groups make a simple map of the school.</p> <p>Directions Routes on maps. Left and right. Near and far.</p> <p>Weather climate/physical events Seasonal and daily weather patterns. Link to science N.C Seasonal change. Observe and record pictures of the weather at different times of the year and keep a record of how much it rains for a week in the winter and a week in the summer using the playground weather station.</p> <p>Fieldwork Walk around the school and its grounds. Identify human and physical features.</p> <p>Human Features Identify the human features of a school. Take photos. What amenities do we have? Explore London and famous landmarks. Explain the purpose of a capital city and discuss how this affects population size.</p> <p>Physical Features Physical features of the school. Take photos. Identify physical features.</p>	<p>Revisit and locate:</p> <ul style="list-style-type: none"> • The school • Findon village • Worthing, • London, • UK countries • UK capital cities • Seas around the UK <p>Name and locate the world's seven continents and five oceans. Locate the North and South Pole. Locate hot and cold areas of the world. Locate Findon. Locate Asia and China.</p> <p>Investigate, compare and contrast places Investigate key features of a region of China and compare with the human and physical geography of the UK. Compare a locality in China and Findon.</p> <p>Map Skills Locate the seven continents and five oceans of the world using an atlas, world map and globe. Locate the North and South Poles using a world map, atlas and globe. Locate the equator and hot and cold places of the world. Devise a simple map of the school grounds and construct a basic key.</p> <p>Directions Compass directions NSEW. Locate the equator on a globe and world map. Discuss countries near and far of the equator.</p> <p>Weather climate/physical events Hot and cold areas of the world.</p> <p>Fieldwork Walk around the village. Identify its human and physical features.</p> <p>Human Features Identify human features of Findon and compare with Human features of chosen region of China.</p> <p>Physical Features Identify physical features of Findon and compare with physical features of chosen region of China.</p> <p>Vocabulary Village, town, city, capital city, sea, school, town, factory, farm, house,</p>	<p>Revisit and locate:</p> <ul style="list-style-type: none"> • The school • Findon village • Worthing • London • UK countries • UK capital cities • Seas around the UK • The world's seven continent and five oceans • The North and South Poles. <p>Locate Worthing and UK. Teach regions of the UK North, South, East, West. Teach UK counties. Teach major rivers and mountains of the UK. Locate Asia on a map with its main focus being India. Locate India and its key places.</p> <p>Investigate, compare and contrast places Investigate the key features of a region of India and compare the human and physical geography with the UK - Worthing.</p> <p>Map Skills Locate the counties of the UK using an atlas and map of the UK. Use a physical map of the UK to locate the main rivers and mountains of the UK. Begin to recognise symbols on an OS map. Use historical maps to identify how towns and cities have changed. Use maps to identify how coasts and rivers change the land over time.</p> <p>Directions Revisit: <ul style="list-style-type: none"> • Compass direction NSEW. • Equator. • 8 point compass. • 2 figure grid reference. Extension: 4 figure grid reference (yr4)</p> <p>Weather climate/physical events How extreme weather effects rural and urban areas. Climate zones</p> <p>Human Features Identify human features of Worthing. Identify human features of a chosen region of India. Focus on population, settlements, food and tourism. Compare human features with the UK.</p> <p>Physical Features Identify physical features of Worthing. Identify physical features of a chosen region of India.</p>	<p>Revisit and locate:</p> <ul style="list-style-type: none"> • The school • Findon village • Worthing • London • UK countries • UK capital cities • Seas around the UK • The world's seven continent and five oceans • The North and South Poles • Major rivers and mountains of the UK • Counties in the UK • Regions of the UK <p>Locate Europe including Russia. Locate Italy (Country linked to history learning). Locate the North and South hemisphere. Locate the Tropics.</p> <p>Investigate, compare and contrast places Investigate key features of a region of Italy. Location, population, culture, land use, landmarks and economy.</p> <p>Map Skills Use a map of Europe to locate Italy. Locate the North and Southern hemisphere, Tropics and Longitude and latitude using a world map, atlas and globe.</p> <p>Directions Revisit: <ul style="list-style-type: none"> • 8 point compass. • Equator • 4 figure grid reference (Yr4). • 6 figure grid reference (Yr5) </p> <p>Weather climate/physical events How extreme weather effects rural and urban areas. Climate zones.</p> <p>Human Features Identify human features of a region of Italy. Population, Culture, economy, currency and food.</p> <p>Physical Features Identify physical features of a region of Italy. Volcanos <ul style="list-style-type: none"> • Famous volcanoes in Italy • Famous volcanos in the world. • What are volcanos? • How are volcanos made? • What are the parts of a volcano? • Different types of volcano. </p>	<p>Revisit and locate:</p> <ul style="list-style-type: none"> • The school • Findon Village • Worthing • London • UK countries • UK capital cities • Seas around the UK • The world's seven continent and five oceans • The North and South Poles. • Major rivers and mountains of the UK • Counties in the UK • Regions of the UK • North and South hemisphere • Tropics <p>Locate major countries of the world. Locate major cities of the world. Locate North and South America. Locate places and landmarks of North and South America. Arctic and Antarctic circle. Prime/Greenwich Meridian time zones (including day and night).</p> <p>Investigate, compare and contrast places To investigate the key features of a region in North and South America and compare human and physical features.</p> <p>Map Skills Using a world map, atlas and globe locate North America (countries and states), South America (countries). Arctic and Antarctic circle. Prime/Greenwich Meridian time zones (including day and night).</p> <p>Directions Revisit: <ul style="list-style-type: none"> • 8 point compass. • Equator • 6 figure grid reference. </p> <p>Weather climate/physical events How extreme weather effects rural and urban areas. Climate zones.</p> <p>Human Features Identify human and physical features of a region of North and South America. To compare the human features of a region in North America with a region in South America. Land use Trade links, Population, Culture, Food Tourism</p>

		<p>Vocabulary Village, town, city, capital city, sea, school, town, city, near, far, left, right, seasons, spring, autumn, winter, summer, weather, globe, atlas, map, key, cold, hot, wet, fog, sunshine, rain, snow, ice, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North, South, East, West, human, physical, physical.</p>	<p>office, port, harbour, shop, city, near, far, left, right, seasons, spring, autumn, winter, summer, weather, globe, atlas, map, key, cold, hot, wet, fog, sunshine, rain, snow, ice, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North, South, East, West, human, physical, North and South Poles</p>	<ul style="list-style-type: none"> Mountains Rivers Minerals <p>The water cycle – link to science.</p> <p>Compare physical features with the UK. Focus on the wide range of landscapes India has – cold mountains to arid deserts, vast plains, hot and humid plateau, wide sea shores and tropical islands. The physical features of India cover many different terrains.</p> <p>Vocabulary Settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion, Village, town, city, capital city, sea, school, town, factory, farm, house, office, port, harbour, shop, city, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North East, South East, South West, North West, weather, climate zone, polar, environment, human, physical, locate, urban, population, river, evaporation, volcano, earthquake, North and Southern hemisphere, Tropics and Longitude and latitude.</p>	<p>Earthquakes. To compare the physical features of Italy with the UK.</p> <p>Vocabulary Settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion, Village, town, city, capital city, sea, school, town, factory, farm, house, office, port, harbour, shop, city, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North East, South East, South West, North West, weather, climate zone, polar, environment, human, physical, locate, urban, population, river, evaporation, volcano, earthquake, North and Southern hemisphere, Tropics and Longitude and latitude.</p>	<p>Physical Features Identify physical features of chosen regions of North and South America. To compare the physical features of a region of North America with South America. Investigate biomes linking this to physical climate and how this has created different types of habitats – link to science.</p> <p>Vocabulary Settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion, Village, town, city, capital city, sea, school, town, factory, farm, house, office, port, harbour, shop, city, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North East, South East, South West, North West, weather, climate zone, polar, environment, human, physical, locate, urban, population, river, evaporation, habitats, biomes, Arctic and Antarctic circle, Prime/Greenwich Meridian time zones (including day and night).</p>
<p>History</p>	<p>Understanding the World Begin to make sense of their own life-story and family's history Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Chronological Understanding Sequence pictures to show time order (eg baby, toddler, child). To use simple words to talk about the passing of time.</p> <p>Knowledge and Understanding To listen to and recall historical stories. Talk about past and events in their own lives and in the lives of family members.</p> <p>Historical Enquiry To identify and talk about similarities and differences.</p> <p>Historical Interpretation I can recognise a familiar event can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards.</p>	<p>Chronological Understanding To put up to three objects, people or events in chronological order.</p> <p>To begin to recognise the differences between ways of life in past and present.</p> <p>Knowledge and Understanding To use stories to talk about things that have happened in the past.</p> <p>To recognise how the achievements of famous people have influenced our lives.</p> <p>Historical Enquiry To ask and answer simple historical questions.</p> <p>Historical Interpretation To begin to identify different ways to represent the past (photograph, stories, websites, information books).</p>	<p>Chronological Understanding • To sequence a set of events in chronological order and give reasons. • To identify differences between ways of life in the past and present.</p> <p>Knowledge and Understanding To recognise why people did things, why events happened and what happened as a result.</p> <p>Historical Enquiry To ask and answer appropriate historical questions using own historical knowledge.</p> <p>Historical Interpretation To identify different ways to represent the past (photograph, stories, websites, information books).</p>	<p>Chronological Understanding • To use a timeline within a specific time period (events, people and objects). • To place periods of History on a timeline in order. • To begin to understand that the past can be divided into different periods of time. • To begin to explain how the past can be divided into different periods of time.</p> <p>Knowledge and Understanding • To identify what life was like in the past – how people lived (during the history studied). • To identify what events happened and understand what happened as a result. • To begin to give reasons for the main events and changes for the periods studied. • To identify key features and events (during history studied) and offer reasonable explanations for some events.</p> <p>Historical Enquiry To ask historically valid questions and to use sources of information (beyond simple observations) to answer historical questions.</p> <p>Historical Interpretation</p>	<p>Chronological Understanding • To create a timeline including periods (studied) within History. • To pick out similarities and differences between different periods of time. • To know some significant dates. • To explain how the past can be divided into different periods of time.</p> <p>Knowledge and Understanding • To examine causes and results of great events and the influence these have had on life today. • To give reasons for the main events and changes for the periods studied.</p> <p>Historical Enquiry To answer and devise own historically valid questions about change, cause, similarity and difference and significant.</p> <p>Historical Interpretation • To begin to evaluate the usefulness of different sources. • To compare accounts of events from different sources.</p>	<p>Chronological Understanding • To understand the relate length of periods (studied) in History. • To explain the similarities and differences between different periods of time. • To know some significant dates.</p> <p>Knowledge and Understanding • To use knowledge to describe the individual and special features of past societies and times. • To give reasons why changes have occurred using historical knowledge and evidence.</p> <p>Historical Enquiry To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Historical Interpretation To link sources and work out how conclusions were met.</p>

				To identify and give reasons for different ways in which the past is represented		
Computing	<p>PSE Development Increasingly follow rules, understanding why they are important. Show resilience and perseverance in the face of a challenge. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Physical Development Match their developing physical skills to tasks and activities in the setting. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.</p> <p>Understanding the World Explore how things work.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<i>All the elements of Computing are taught through Teach Computing</i>	<i>All the elements of Computing are taught through Teach Computing</i>	<i>All the elements of Computing are taught through Teach Computing and Code.org</i>	<i>All the elements of Computing are taught through Teach Computing and Code.org</i>	<i>All the elements of Computing are taught through Teach Computing and Code.org</i>
Art	<p>Drawing</p> <ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures Encourage accurate drawings of people <p>Colour</p> <ul style="list-style-type: none"> • Experimenting with and using primary colours • Naming Colours • mixing (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper <p>Texture</p> <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Sensory experience • Simple collages • Simple weaving <p>Form</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Extend the variety of drawings tools • Explore different textures • Observe and draw landscapes • Observe patterns • observe anatomy (faces, limbs) <p>Colour</p> <ul style="list-style-type: none"> • Name all the colours • Mixing of colours, applying white to create tints, black to create shades • Find collections of colour • Applying colour with a range of tools <p>Texture</p> <ul style="list-style-type: none"> • Weaving • Collage • Sort according to specific qualities • How textiles create things <p>Form</p> <ul style="list-style-type: none"> • Construct • Use materials to make known objects for a purpose • Carve 	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records <p>Colour</p> <ul style="list-style-type: none"> • Begin to describe colours, linked to emotions, warm and cool colours • Make tints, shades and tones (adding white, black, grey) • Darken colours without using black • Using colour on a large scale <p>Texture</p> <ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles – running stitches • Simple appliqué work • Start to explore other simple stitches • collage <p>Form</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with the potential of various pencils • close observation • Draw both the positive and negative shapes • Initial sketches as a preparation for painting • accurate drawings of people, particularly faces <p>Colour</p> <ul style="list-style-type: none"> • Continue colour mixing creating colour wheels and collections of colours tint, tone, shade • Colour to reflect mood • Introduce different types of brushes • Apply colour using different techniques – dotting scratching, splashing, <p>Texture</p> <ul style="list-style-type: none"> • Use smaller eyed needles and finer threads • Weaving • Tie dying, batik 	<p>Drawing</p> <ul style="list-style-type: none"> • Identify and draw the effect of light on objects and people from different directions • Produce increasingly accurate drawings of people including proportion and placement • Interpret the texture of a surface • Computer generated drawings • work on a variety of scales <p>Colour</p> <ul style="list-style-type: none"> • Use hues, tints, tone, shade and mood • Observe colours • Explore the use of texture in colour • Colour for purposes <p>Texture</p> <ul style="list-style-type: none"> • Use a wider variety of stitches • Observation and design of textural art • Compare different fabrics • Use stories, music, poems as stimuli 	<p>Drawing</p> <ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Produce increasingly accurate drawings of people • Concept of perspective • interpret the texture of a surface <p>Colour</p> <ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes • Colour to express feelings <p>Texture</p> <ul style="list-style-type: none"> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale • Fabric making • Artists using textiles <p>Form</p> <ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • observation or imagination

	<ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model <p>Printing</p> <ul style="list-style-type: none"> • Printing with shapes from solids. Hand, finger and foot printing. • Printing with a variety of hard and soft materials, natural and manmade. Impressed printing (drawing into paint) using combs, scrapers, forks etc. • Take rubbings of everyday objects <p>Patterns</p> <ul style="list-style-type: none"> • Repeating patterns • Irregular painting patterns • Simple symmetry 	<ul style="list-style-type: none"> • Pinch and roll coils and slabs using a modelling media. • Make simple joins <p>Printing</p> <ul style="list-style-type: none"> • Create simple pictures by printing with a range of 3D shapes, and hard and soft materials • Produce a clean printed image. Experiment with pattern and rotation. • Demonstrate/ experience impressed printing; use different materials to create a variety of effects. E.g. thick/thin/wavy lines. <ul style="list-style-type: none"> • Make own relief printing blocks using string on a card base or wooden block. <p>Pattern</p> <ul style="list-style-type: none"> • Awareness and discussion of patterns • Repeating patterns • Symmetry 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • decorative techniques • Replicate patterns and textures in a 3-D form • Work and that of other sculptors <p>Printing</p> <ul style="list-style-type: none"> • Continue to explore printing pictures with a range of hard and soft materials. • Produce a clean printed image and experiment with pattern, rotation and overlapping. • Experiment with mono-printing; lay objects onto a printing palette to take a print. • Make own relief printing blocks using insulation tape on a card base and polystyrene tiles. <p>Pattern</p> <ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Natural and manmade patterns • Discuss regular and irregular 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) <p>Form</p> <ul style="list-style-type: none"> • Plan and develop • understanding of different adhesives and methods of construction <p>Printing</p> <ul style="list-style-type: none"> • Combine prints taken from different objects to produce an end piece. • Continue to experiment with pattern, rotation and overlapping and use a range of colour. • Continue to explore mono-printing using motifs and colour. • Continue to explore relief printing (including string, insulation and polystyrene tile printing). • Print on different types of paper materials. <p>Pattern</p> <ul style="list-style-type: none"> • Observe pattern in the environment • Design using ICT • Make patterns on a range of surfaces • Explore Symmetry 	<ul style="list-style-type: none"> • Embellish work <p>Form</p> <ul style="list-style-type: none"> • Plan and develop ideas • Experiment with surface patterns and textures • Discuss own work and work of other sculptors • Analyse and interpret natural and manmade forms of construction • Shape, form, model and join • Use observation or imagination to inspire their work <p>Printing</p> <ul style="list-style-type: none"> • Continue to explore both mono-printing and relief printing (including string, insulation and polystyrene tile printing). • When making own printing blocks add more detail after 1 st print and print again with a 2nd colour. • Continue to print on different types of paper materials. • Print on fabric. <p>Pattern</p> <ul style="list-style-type: none"> • Explore environmental and manmade patterns • Explore tessellation • Create own abstract pattern to reflect personal experiences and expression 	<ul style="list-style-type: none"> • properties of media • Discuss and evaluate own work and that of other sculptors <p>Printing</p> <ul style="list-style-type: none"> • Expand experience of printing in 2-3 colours. • Demonstrate experience in a range of printmaking techniques. • Experiment with and show experience in a range of mono print techniques (drawing into ink, placing objects on printing palette, placing motifs). • Start to overlay prints with other media. • Print on fabric. Use this as a starting point for embroidery. <p>Pattern</p> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes
DT	<p>PSE Development</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Physical Development</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Understanding the World</p> <p>Explore how things work.</p>	<p>Design</p> <p>To think of some ideas of my own. To use pictures and words to plan. To design a product following design criteria. To use kits or mock ups to test ideas. Research similar existing products.</p> <p>Make</p> <p>To explain what I am making. To select and name the tools and equipment they are using. To cut, shape, join and finish. To choose the right materials from a small range.</p> <p>To assemble materials using appropriate resources like, glue, masking tape. To use hand tools safely.</p> <p>Evaluate</p> <p>To talk about existing products and say what is good and not so good about them.</p> <p>To talk about my own work, what things I am pleased with and what I would change.</p> <p>Texture</p> <p>Weaving; collage; Sort according to specific qualities; how textiles create things.</p> <p>Technical knowledge</p> <p>Begin to measure and join materials, with some support. Describe</p>	<p>Design</p> <p>To think of ideas drawing on the ideas of others and plan what to do next; Explain purpose of product.</p> <p>To choose the best tools and materials and give a reason these are best tools or materials; To describe my design by using pictures, diagrams, model mock-ups, words, and IT; To design a product for others following design criteria. Research similar existing products</p> <p>Make</p> <p>To explain what I am making and why my audience will like it. To join things (materials / components) together in different ways. To choose materials and explain why they are being used depending on their characteristics. To name the tools they are using. To measure, cut & score with some accuracy.</p> <p>Choose the best hand tool for the job</p> <p>Evaluate</p> <p>To describe how existing products work. To evaluate what I would do differently if I did it again and why by annotating original design. To judge my work against the design criteria.</p> <p>Texture</p>	<p>Design</p> <p>To show that my design meets a range of requirements. To identify a purpose and establish criteria for a successful product. Explain how product will work. To put together a plan which shows the order and what equipment and tools I need. To describe my design using an accurately labelled sketch and words.</p> <p>Make</p> <p>To begin to use equipment and tools with some accuracy. Measure, mark out, cut, score, and assemble components with more accuracy, reflecting on the product at several stages of the making process. To sew using a range of different stitches. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including IT.</p> <p>Evaluate</p> <p>Look at design criteria while designing and making. Use design criteria to evaluate finished product. Say what I would change to make design better.</p> <p>Begin to evaluate existing products, considering: how well they have been made, materials, whether they work,</p>	<p>Design</p> <p>To produce at least one idea about how to create my product. To make a step-by-step plan which shows the order and what equipment and tools I need and to explain it to others.</p> <p>To take account of the ideas of others when designing. To suggest some improvements and say what was good and not so good about my original design. To produce prototypes to show my ideas.</p> <p>Make</p> <p>To show a developing level of expertise when using a range of tools and equipment. To join and combine materials and components accurately in temporary and permanent ways.</p> <p>To use skills in using different tools and equipment safely and accurately.</p> <p>To use simple graphical communication techniques. To cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Evaluate</p> <p>Refer to design criteria while designing and making. Use criteria to evaluate product. Begin to explain how I could improve original design. Evaluate existing products, considering: how</p>	<p>Design</p> <p>To use a range of information to inform my design. To use market research to inform plans. To work within constraints. To follow and refine my plan if necessary. To justify my plan to someone else.</p> <p>Make</p> <p>To use a range of tools and equipment accurately. To select appropriate materials, tools, and techniques. To assemble components make working models.</p> <p>To make changes to the way I am working if needed. To pin, sew and stitch materials together create a product. To achieve a quality product.</p> <p>Evaluate</p> <p>Evaluate quality of design while designing and making; is it fit for purpose? Evaluate ideas and finished product against specification, considering purpose and appearance. Evaluate and discuss existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose. Research how sustainable materials are. Keep checking design is best it can be.</p>

	<p>Expressive Arts and Design Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>differences in materials. Suggest ways to make material/ product stronger. Food Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of ‘The Eatwell plate’. Know and use technical and sensory vocabulary relevant to the project.</p> <p>Vocabulary planning, investigating design, evaluate, make, user, purpose, ideas, product, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet</p>	<p>Overlapping and overlaying to create effects. Use large eyed needles – running stitches. Simple appliqué work. Start to explore other simple stitches. Collage. Technical knowledge Measure materials. Describe some distinct characteristics of materials Join materials in different ways Use joining, rolling, or folding to make it stronger. Use own ideas to try to make product stronger. Food Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of ‘The Eatwell plate’. Know and use technical and sensory vocabulary relevant to the project.</p> <p>Vocabulary investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function, vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used.</p>	<p>how they have been made, fit for purpose. Begin to understand by whom, when and where products were designed. Learn about some inventors / designers / engineers / chefs/ manufacturers of ground-breaking products. Texture Use smaller eyed needles and finer threads. Technical Knowledge Use appropriate materials. Work accurately to make cuts and holes. Join materials. Begin make strong structures. Food Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared, or caught. Know and use relevant technical and sensory vocabulary appropriately.</p> <p>Vocabulary User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing, mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating, fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet.</p>	<p>well they have been made, materials, whether they work, how they have been made, fit for purpose. Test and evaluate final product. Discuss by whom, when and where products were designed. Research whether products can be recycled or reused. Research how sustainable materials are. Refer to design criteria while designing and making. Use criteria to evaluate product. Begin to explain how I could improve original design. Know about some inventors / designers / engineers / chefs / manufacturers of ground-breaking products. Begin to evaluate how much products cost to make and how innovative they are. Texture Use a wider variety of stitches observation and design of textural art, experimenting with creating mood, feeling, movement- compare different fabrics. Weaving. Use stories, music, poems as stimuli. Technical Knowledge Select materials carefully, considering intended use of product and appearance. Measure carefully to avoid mistakes. Attempt to make product strong. Continue working on product even if original did not work. Make a strong, stiff structure. Begin to reinforce and strengthen a 3D frame. Explain how product meets design criteria.</p> <p>Food Know how to use utensils and equipment including heat sources to prepare and cook food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared, or caught. Know and use relevant technical and sensory vocabulary appropriately.</p> <p>Vocabulary evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, mock-up, prototype, ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold,</p>	<p>Evaluate ideas and finished product against specification, stating if it is fit for purpose. Test and evaluate final product; explain what would improve it and the effect different resources may have had. Do thorough evaluations of existing products considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose. Evaluate how much products cost to make and how innovative they are. Research and discuss how sustainable materials are. Consider the impact of products beyond their intended purpose. Discuss some key inventors / designers / engineers/ chefs / manufacturers of groundbreaking products. Texture Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale. Select and use materials. Embellish work. Fabric making artists using textiles. Technical Knowledge Select materials carefully, considering intended use of the product, the aesthetics and functionality. Explain how product meets design criteria. Reinforce and strengthen a 3D frame. Food Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.</p> <p>Vocabulary function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p> <p>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread,</p>
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					knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble.	pinkening shears, fastenings, ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble.
P.E.	<i>All classes are following the Real PE scheme</i>	<i>All classes are following the Real PE scheme</i>	<i>All classes are following the Real PE scheme</i>	<i>All classes are following the Real PE scheme</i>	<i>All classes are following the Real PE scheme</i>	<i>All classes are following the Real PE scheme</i>
R.E.	<p>PSE Development Develop their sense of responsibility and membership of a community.</p> <p>See themselves as a valuable individual. Think about the perspectives of others.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Understanding the World Continue to develop positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>RE is taught through Discovery RE (World Religions) and Understanding Christianity</p> <p>CHRISTIANITY Creation Story Does God want Christians to look after the world? Jesus is a gift from God Why do Christians believe God gave Jesus to the world? Salvation Why does Easter matter to Christians? What did Jesus teach? Is it possible to be kind to everyone all of the time? Judaism The Covenant How special is the relationship Jews have with God? Incarnation Why does Christmas matter to Christians? God What do Christians believe God is like? Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Creation Who made the World?</p> <p>JUDAISM Passover How important is it for Jewish people to do what God asks them to do? Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>ISLAM Prayer at home Does praying at regular intervals every day help a Muslim in his/her everyday life?</p>	<p>RE is taught through Discovery RE (World Religions) and Understanding Christianity</p> <p>CHRISTIANITY Creation Story Does God want Christians to look after the world? Jesus is a gift from God Why do Christians believe God gave Jesus to the world? Salvation Why does Easter matter to Christians? What did Jesus teach? Is it possible to be kind to everyone all of the time? Judaism The Covenant How special is the relationship Jews have with God? Incarnation Why does Christmas matter to Christians? God What do Christians believe God is like? Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Creation Who made the World?</p> <p>JUDAISM Passover How important is it for Jewish people to do what God asks them to do? Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>ISLAM Prayer at home Does praying at regular intervals every day help a Muslim in his/her everyday life?</p>	<p>RE is taught through Discovery RE (World Religions) and Understanding Christianity</p> <p>CHRISTIANITY Creation/Fall What do Christians learn from the creation story? Salvation Why do Christians call the day Jesus died 'Good Friday'? Incarnation What is Trinity? People of God What is it like (for Christians) to follow God? Easter Is forgiveness always possible for Christians? Kingdom of God When Jesus left, what was the impact of Pentecost?</p> <p>HINDUISM Divali Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>ISLAM Community and Belonging Does going to the Mosque give Muslims a sense of belonging? Hajj Does completing the Hajj make a Muslim a better person?</p> <p>BUDDHISM Buddha's teachings Is it possible for everyone to be happy? The 8-fold path Can Buddha's teachings make the world a better place?</p> <p>SIKHISM Prayer and worship What is the best way for a Sikh to show commitment to God?</p>	<p>RE is taught through Discovery RE (World Religions) and Understanding Christianity</p> <p>CHRISTIANITY God What does it mean (for Christians) if God is holy and loving? Hinduism Prayer and worship What is the best way for a Hindu to show commitment to God? Salvation What do Christians believe what Jesus did to save Human Beings? Incarnation Was Jesus the Messiah? People of God What is it like (for Christians) to follow God? DIGGING DEEPER Easter Is forgiveness always possible for Christians? DIGGING DEEPER Kingdom of God When Jesus left, what was the impact of Pentecost? DIGGING DEEPER</p> <p>SIKHISM Belief and moral values Are Sikh stories important today? Sharing and Community Do Sikhs think it is important to share? Belief into action How far would a Sikh go for his/her religion?</p> <p>JUDAISM Beliefs and practices How special is the relationship Jews have with God?</p>	<p>RE is taught through Discovery RE (World Religions) and Understanding Christianity</p> <p>CHRISTIANITY Creation Creation and science: conflicting or complimentary? Christmas How significant is it that Mary was Jesus' mother? Salvation What difference does the resurrection make for Christians? Gospel What would Jesus do? Salvation What do Christians believe (What did Jesus do to save Human Beings? DIGGING DEEPER God What does it mean (for Christians) if God is holy and loving? DIGGING DEEPER Incarnation Was Jesus the Messiah? DIGGING DEEPER</p> <p>ISLAM Beliefs and practices What is the best way for a Muslim to show commitment to God?</p> <p>HUMANISM What is Humanism?</p> <p>HINDUISM How can Brahman be everywhere and in everything?</p> <p>SIKHISM Prayer and worship What is the best way for a Sikh to show commitment to God</p> <p>JUDAISM Passover How important is it for Jewish people to do what God asks them to do? Judaism</p>

<p>Music (All classes except Holly are following Sing Up's scheme of music.)</p>	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils play tuned and untuned instruments musically. • Pupils listen with concentration and understanding to a range of high-quality live and recorded music. • Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE COMMUNICATION AND LANGUAGE</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments, and actions. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>PERSONAL, SOCIAL, & EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Work and play cooperatively and take turns with others. <p>PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Use a range of small tools (e.g. instrument beaters). <p>LITERACY</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play. <p>EXPRESSIVE ARTS & DESIGN</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. 	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils play tuned and untuned instruments musically. • Pupils listen with concentration and understanding to a range of high-quality live and recorded music. • Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>MODEL MUSIC CURRICULUM SINGING</p> <ul style="list-style-type: none"> • Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs • Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. <p>LISTENING</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. • Listen to recorded performances. <p>COMPOSING</p> <ul style="list-style-type: none"> • Improvise simple vocal chants using question-and-answer phrases. • Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). • Combine to make a story using classroom instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology to capture, change, and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils play tuned and untuned instruments musically. • Pupils listen with concentration and understanding to a range of high-quality live and recorded music. • Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>MODEL MUSIC CURRICULUM SINGING</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). <p>LISTENING</p> <ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. • Listen to recorded performances. <p>COMPOSING</p> <ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology to capture, change, and combine sounds. <p>MUSICIANSHIP: PULSE/BEAT</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support 	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. <p>MODEL MUSIC CURRICULUM SINGING</p> <p>Year 3</p> <ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunelessly and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <p>Year 4</p> <ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (descrescendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. <p>LISTENING</p> <p>Year 3&4</p> <ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. • Listen to recorded performances. 	<p>Children in Holly class will be learning to play the recorder throughout the year and will have a bespoke curriculum for this reason.</p> <p>SINGING</p> <p>Confidently sing part songs and canons with control, expression, phrasing and dynamics; sing songs with increasing control of breathing, posture and sound projection; sing songs in tune and with an awareness of other parts; identify phrases through breathing in appropriate places; sing with expression and rehearse with others.</p> <p>INSTRUMENTAL</p> <p>Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms; accurately maintain an independent part within a group in both instrumental and vocal performance; read and play at least 5 notes on an instrument with greater accuracy and independence; perform with control, dynamics and awareness of others.</p> <p>RHYTHMIC</p> <p>Identify different speeds of pulse (tempo) by clapping; perform an independent part keeping to a steady beat; identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>LISTENING AND REVIEWING</p> <p>Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); Describe and give opinions of the music heard with confident use of an extended range of musical terminology; Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.</p> <p>IMPROVISING AND COMPOSING</p> <p>Improvise with confidence and an awareness of rhythm, context and purpose; compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody; staff notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve; discuss ways to improve the composition of others using musical dimensions as a guide.</p> <p>DIMENSIONS</p>	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. <p>MODEL MUSIC CURRICULUM SINGING</p> <p>Year 5</p> <ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. <p>Year 6</p> <ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence. <p>LISTENING</p> <p>Year 5&6</p> <ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. • Listen to recorded performances.
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		<p>MUSICIANSHIP: PULSE/BEAT</p> <ul style="list-style-type: none"> • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. <p>MUSICIANSHIP: RHYTHM</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns. <p>MUSICIANSHIP: PITCH</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. i Explore percussion sounds to explore storytelling. J • Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum. 	<p>coordination and shared movement with others.</p> <ul style="list-style-type: none"> • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to. <p>MUSICIANSHIP: RHYTHM</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. i Create and perform their own chanted rhythm patterns with the same stick notation. <p>MUSICIANSHIP: PITCH</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion. 	<p>COMPOSING: IMPROVISE</p> <p>Year 3</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited noterange. • Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources. <p>Year 4</p> <ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks. <p>COMPOSING: COMPOSE</p> <p>Year 3</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. <p>Year 4</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: graphic symbols, 	<p>Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments.</p> <p>Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm.</p> <p>Dynamics: understand how a wider range of dynamics can be used for expressive effect.</p> <p>Tempo: understand how a wider range of tempi can be used for expressive effect.</p> <p>Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir)</p> <p>Texture: begin to understand different types of harmony (simple parts, use of chords, acappella)</p> <p>Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).</p>	<p>COMPOSING: IMPROVISE</p> <p>Year 5</p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. <p>Year 6</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>COMPOSING: COMPOSE</p> <p>Year 5</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. <p>Year 6</p> <ul style="list-style-type: none"> • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Enhance improvised/composed melodies with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to
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				<p>rhythm notation and time signatures, staff notation, technology.</p> <p>PERFORMING Year 3</p> <ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. • Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. d Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. <p>Year 4</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). <p>PERFORMING: READING NOTATION Year 3</p> <ul style="list-style-type: none"> • Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. <p>Year 4</p> <ul style="list-style-type: none"> • Introduce and understand the differences between minims, crotchets, paired quavers, and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 		<p>create and record it, discussing how musical contrasts are achieved.</p> <p>PERFORMING: INSTRUMENTAL PERFORMANCE Year 5</p> <ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p>Year 6</p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp). b Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. c Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. <p>PERFORMING: READING NOTATION Year 5</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. • Understand the differences between 2/4, 3/4, and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards,
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						<p>using conventional symbols for known rhythms and note durations.</p> <p>Year 6</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations.
MFL	<p>French is not taught in Early Years or KS1</p>			<p>Each lesson should comprise of opening dialogue with their Talk Partner in French where children use what they learnt so far in an ever-expanding conversation.</p> <p>Role play should be used as much as possible to practise. Each time new phrases are learnt they should be practised with vocabulary learnt so far.</p> <p>Christmas and Easter Learn topic themed words Make Christmas card with French labelled drawings.</p> <p>Over the year – learn classroom instructions.</p> <p>Where is France? Research France using atlases etc.</p> <p>Greetings</p> <ul style="list-style-type: none"> • Learn how to say hello and goodbye formally and informally. • Learn how to say please and thank you, yes and no • How are you? And various responses • What is your name? My name is... • Numbers 1 –20 • Numbers 21 to31 • Days of the week • Months of the year • Say the full date. (introduce mille for year) • When is your birthday? • My birthday is... <p>Colours</p> <p>Food – J’ai faim. Je voudrais... basic food words to ask in a café. Ice cream, croissant, sandwich, drinks.</p>	<p>Each lesson should comprise of opening dialogue with their Talk Partner in French where children use what they learnt so far in an ever-expanding conversation.</p> <p>Role play should be used as much as possible to practise. Each time new phrases are learnt they should be practised with vocabulary learnt so far.</p> <p>At Christmas and Easter Expand topic themed words. Make Christmas card with French labelled drawings.</p> <p>Over the year – learn more classroom instructions.</p> <p>Research French speaking countries (Know English and French names) Use atlases and globes to locate and find out why they are French speaking.</p> <p>Revise vocabulary and phrases from previous year</p> <ul style="list-style-type: none"> • Numbers to 100 • Where do you live? I live in ... <p>Family</p> <ul style="list-style-type: none"> • J’ai une souer. Elle s’appelle... Elle a 12 ans. <p>Directions – en ville main place in town/city Where is...</p> <p>Fruit and Vegetables</p> <ul style="list-style-type: none"> • Introduce Euro and cent and kilo, half kilo • What would you like...? • How much..? Use number knowledge to ask for quantities and amounts and reply with cost. <p>Food</p>	<p>Each lesson should comprise of opening dialogue with their Talk Partner in French where children use what they learnt so far in an ever-expanding conversation.</p> <p>Use role play to rehearse all vocabulary in different situations and combinations using number colour etc.</p> <ul style="list-style-type: none"> • restaurants cafes/ • shopping/ • favourites/ • what you would like/ • asking for and giving directions. <p>Learn new phrases and vocabulary such as what time does the train leave?</p> <p>Christmas Write own (nonsense)version of the 12 days of Christmas using vocabulary learnt.</p> <p>Easter Learn about Easter traditions in France.</p> <p>Over the year – learn more classroom instructions.</p> <p>Regions of France Research regions of France – main cities, weather, historical events linked to region, geographical features.</p> <p>Revise vocabulary and phrases from previous year Numbers to 1000 Additional places in town and revise directions Describe family members</p> <p>Time What is the time? The time is...</p>

		<p>Basic classroom equipment Use with number and colour knowledge J'ai sept crayon rouges.</p>	<p>How to order a variety of meals in a café/restaurant. Role play with associated phrases and vocabulary.</p> <p>More classroom equipment Dans mon sac....</p> <p>Positioning vocabulary Combine with vocabulary learnt so far – e.g. The green pencil is on the table; the black and white cat is under the chair.</p> <p>Animals</p> <ul style="list-style-type: none"> J'ai (I have) and Je voudrais (I would like) J'avais (I Had) with numbers/colours J'aime (I like..)/J'en'aime pas.. (I don't like) je préfère(I prefer) with vocabulary learnt so far. 	<p>Countries of Europe Où étais-tu en vacances? Where have you been on holiday? j'ai visité... (I have visited...)</p> <p>The Body Jacques a dit (Simon says) Could include classroom instructions etc –sit down, stand up. Describe self using colours (eyes/hair) tall/small</p> <p>Weather</p> <p>Clothes</p>
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Science	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Communication and Language Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. Use new vocabulary in different contexts Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Physical Development Make healthy choices about food, drink, activity and tooth brushing</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' 	<p>Working Scientifically Questioning and enquiring and planning Ask some simple questions about the world around us. Begin to recognise that they can be answered in different ways (different types of enquiry including-observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).</p> <p>Observing and measuring and pattern seeking Begin to observe closely using simple equipment Begin to use observations and ideas to suggest answers to questions. Begin to observe changes over time and , with guidance, begin to notice patterns and relationships. Begin to say what I am looking for and what I am measuring. Begin to know how to use simple equipment safely. Begin to use simple measurements and equipment with increasing independence (e.g magnifying glasses and timers) Use non-standard units. Investigating Perform simple tests with support.</p>	<p>Working Scientifically Questioning and enquiring and planning Ask simple questions about the world around us. Begin to recognise that they can be answered in different ways (different types of enquiry including-observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).</p> <p>Observing and measuring and pattern seeking Observe closely using simple equipment Use observations and ideas to suggest answers to questions. To observe changes over time and , with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Use simple measurements and equipment with increasing independence (e.g magnifying glasses and timers) Begin to progress from non-standard units to mm, cm, m, ml, l °c. Investigating Perform simple tests.</p>	<p>Working Scientifically Questioning and enquiring and planning Ask some relevant questions and use different types of scientific enquiries to answer them. Begin to explore every day phenomena and the relationships between living things and familiar environments. Begin to develop their ideas about functions, relationships and interactions. Begin to raise their own questions about the world around them. Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying , carrying out simple comparative and fair tests and finding things using secondary sources. Observing and measuring and pattern seeking Begin to make systematic and careful observations and, where appropriate take accurate measurements using standard units., using a range of equipment. Begin to look for naturally occurring patterns and relationships and decide what</p>	<p>Working Scientifically Questioning and enquiring and planning Ask relevant questions and use different types of scientific enquiries to answer them. Explore every day phenomena and the relationships between living things and familiar environments. Develop their ideas about functions, relationships and interactions. Raise their own questions about the world around them. Make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying , carrying out simple comparative and fair tests and finding things using secondary sources. Observing and measuring and pattern seeking Make systematic and careful observations and, where appropriate take accurate measurements using standard units., using a range of equipment. Look for naturally occurring patterns and relationships and decide what data to collect to identify them. Help to make decisions about what</p>	<p>Working Scientifically Questioning and enquiring and planning Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. Begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. Begin to recognise scientific ideas change and develop over time. Begin to select the more appropriate ways to answer scientific questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information). Observing and measuring and pattern seeking Begin to take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate.</p>	<p>Working Scientifically Questioning and enquiring and planning Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. Recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. Recognise scientific ideas change and develop over time. Select the more appropriate ways to answer scientific questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.) Observing and measuring and pattern seeking Take measurements using a range of scientific equipment with increasing accuracy and</p>

<ul style="list-style-type: none"> • having a good sleep routine • being a safe pedestrian <p>Understanding the World Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>PSE Development Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To begin to discuss my ideas about how to find things out. To begin to say what happened in my investigation.</p> <p>Reporting and recording findings Gather and record data with some adult support, to help in answering questions. Begin to record simple data. Begin to record and communicate their findings in a range of ways. Can show my results in a simple table that my teacher has provided.</p> <p>Identifying, grouping and classifying Identify and classify with some support. To begin to observe, identify, compare and describe. To begin to use simple features to compare objects, materials and living things and with help decide how to sort and group them.</p> <p>Research To begin to use simple secondary sources to find answers. To begin to find information to help me from books and computers with help.</p> <p>Conclusions To begin to say what happened in my investigation. To begin to say whether I was surprised at the results or not. To begin to say what I would change about my investigation.</p> <p>Vocabulary Use some simple scientific language. Use comparative language with support.</p> <p>Scientific Knowledge</p> <p>Plants *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Animals including humans</p>	<p>Discuss my ideas about how to find things out. Say what happened in my investigation.</p> <p>Reporting and recording findings Gather and record data to help in answering questions. Record simple data. Record and communicate their findings in a range of ways. Can show my results in a simple table that my teacher has provided.</p> <p>Identifying, grouping and classifying Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and with help decide how to sort and group them.</p> <p>Research To can use simple secondary sources to find answers. To can find information to help me from books and computers with help.</p> <p>Conclusions Talk about what they found out and how they found it out. Say what happened in my investigation. Say whether I was surprised at the results or not. Say what I would change about my investigation.</p> <p>Vocabulary Use simple scientific language and some science words. Use comparative language – bigger, faster etc.</p> <p>Scientific knowledge</p> <p>Living things and their habitats *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 and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>data to collect to identify them. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately. Begin to see a pattern in my results. Begin to choose from a selection of equipment. Begin to observe and measure accurately using standard units including time in minutes and seconds.</p> <p>Investigating Set up some simple practical enquiries, comparative and fair tests. Begin to recognise when a simple fair test is necessary and help decide how to set it up. Begin to think of more than one variable factor.</p> <p>Reporting and recording findings Gather record and begin to classify and present data in a variety of ways to help with answering questions. Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data. Begin to record results in tables and bar charts.</p> <p>Identifying, grouping and classifying Begin to identify differences, similarities or changes related to simple scientific ideas and processes. Begin to talk about criteria for grouping, sorting and classifying and use simple keys. Begin to compare and group according to behaviour or properties based on testing.</p> <p>Research Begin to recognise when and how secondary sources might help to answer questions that</p>	<p>observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately. See a pattern in my results. Choose from a selection of equipment. Observe and measure accurately using standard units including time in minutes and seconds.</p> <p>Investigating Set up some simple practical enquiries, comparative and fair tests. Recognise when a simple fair test is necessary and help decide how to set it up. Can think of more than one variable factor.</p> <p>Reporting and recording findings Gather record and classify and present data in a variety of ways to help with answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use notes, simple tables and standard units and help to decide how to record and analyse their data. Record results in tables and bar charts.</p> <p>Identifying, grouping and classifying Identify differences, similarities or changes related to simple scientific ideas and processes. Talk about criteria for grouping, sorting and classifying and use simple keys. Compare and group according to behaviour or properties based on testing.</p> <p>Research Recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p> <p>Vocabulary</p>	<p>Begin to identify patterns that might be found in the natural environment. Begin to make their own decisions about what observations to make, what measurements to use and how long to make them and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Begin to interpret data and find patterns. Select equipment on my own. Can make a set of observations and can say what the interval and range are. Begin to take accurate and precise measurements N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec. Graphs-pie and line.</p> <p>Investigating Begin to use test results to make predictions to set up further comparative and fair tests. Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why, Begin to suggest improvements to my method and give reasons. Begin to decide when it is appropriate to do a fair test.</p> <p>Reporting and recording findings Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs. Begin to report and present findings from enquiries. Begin to decide how to report data from a choice of familiar approaches. Begin to choose how best to present data.</p> <p>Identifying, grouping and classifying Begin to use and develop keys and other information records to identify, classify and describe living things and materials.</p> <p>Research Begin to recognise which secondary sources will be most useful to research their ideas.</p> <p>Vocabulary Am beginning to read, spell and pronounce scientific vocabulary correctly. Am beginning to use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p>	<p>precision, taking repeat readings where appropriate. Identify patterns that might be found in the natural environment. Make their own decisions about what observations to make, what measurements to use and how long to make them and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Interpret data and find patterns. Select equipment on my own. Can make a set of observations and can say what the interval and range are. Take accurate and precise measurements N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec. Graphs-pie and line</p> <p>Investigating Use test results to make predictions to set up further comparative and fair tests. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why, Suggest improvements to my method and give reasons. Decide when it is appropriate to do a fair test.</p> <p>Reporting and recording findings Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs. Begin to report and present findings from enquiries. Begin to decide how to report data from a choice of familiar approaches. Begin to choose how best to present data.</p> <p>Identifying, grouping and classifying Use and develop keys and other information records to identify, classify and describe living things and materials.</p> <p>Research Recognise which secondary sources will be most useful to research their ideas.</p> <p>Vocabulary Read, spell and pronounce scientific vocabulary correctly. Use relevant scientific language and illustrations to discuss,</p>	
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		<p>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>*identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements</p> <p>* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>*identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Everyday materials</p> <p>*distinguish between an object and the material from which it is made</p> <p>* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>* describe the simple physical properties of a variety of everyday materials</p> <p>* compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal changes</p> <p>*observe changes across the four seasons</p> <p>* observe and describe weather associated with the seasons and how day length varies</p>	<p>* describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Plants</p> <p>*observe and describe how seeds and bulbs grow into mature plants</p> <p>* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Animals including humans</p> <p>*notice that animals, including humans, have offspring which grow into adults</p> <p>* find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Uses of everyday materials</p> <p>*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>cannot be answered through practical investigations.</p> <p>Vocabulary</p> <p>Begin to use some scientific language to talk and later, write about what they have found out.</p> <p>Begin to use relevant scientific language.</p> <p>Begin to use comparative and superlative language.</p> <p>Scientific knowledge</p> <p>Plants</p> <p>*identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>* explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>* investigate the way in which water is transported within plants</p> <p>*explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals including humans</p> <p>*identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>*identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Rocks</p> <p>*compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>* describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>*recognise that soils are made from rocks and organic matter.</p> <p>Light</p> <p>*recognise that they need light in order to see things and that dark is the absence of light</p> <p>*notice that light is reflected from surfaces</p> <p>* recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Use some scientific language to talk and later, write about what they have found out.</p> <p>Use relevant scientific language.</p> <p>Use comparative and superlative language.</p> <p>Scientific knowledge</p> <p>Living things and their habitats</p> <p>*recognise that living things can be grouped in a variety of ways</p> <p>* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>*recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals including humans</p> <p>*describe the simple functions of the basic parts of the digestive system in humans</p> <p>*identify the different types of teeth in humans and their simple functions</p> <p>* construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>States of matter</p> <p>*compare and group materials together, according to whether they are solids, liquids or gases</p> <p>*observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Sound</p> <p>*identify how sounds are made, associating some of them with something vibrating</p> <p>* recognise that vibrations from sounds travel through a medium to the ear</p> <p>* find patterns between the pitch of a sound and features of the object that produced it</p> <p>*find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>Am beginning to confidently use a range of scientific vocabulary.</p> <p>Am beginning to use conventions such as trend, rogue result, support prediction and –er word generalisation.</p> <p>Am beginning to use scientific ideas when describing simple processes.</p> <p>Am beginning to use the correct scientific vocabulary.</p> <p>Scientific knowledge</p> <p>Living things and their habitats</p> <p>*describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>*describe the life process of reproduction in some plants and animals.</p> <p>Animals including humans</p> <p>*describe the changes as humans develop to old age.</p> <p>Properties and changes of materials</p> <p>*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</p> <p>* know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>* use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>* give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>* demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>*explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Earth and space</p> <p>*describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>* describe the movement of the Moon relative to the Earth</p> <p>* describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>communicate and justify scientific ideas.</p> <p>Confidently use a range of scientific vocabulary.</p> <p>Use conventions such as trend, rogue result, support prediction and –er word generalisation.</p> <p>Use scientific ideas when describing simple processes.</p> <p>Use the correct scientific vocabulary.</p> <p>Scientific knowledge</p> <p>Living things and their habitats</p> <p>*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>* give reasons for classifying plants and animals based on specific characteristics.</p> <p>Animals including humans</p> <p>*identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Evolution and inheritance</p> <p>*recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>*recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>* identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Light</p> <p>*recognise that light appears to travel in straight lines</p> <p>*use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p>
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E4S		<ul style="list-style-type: none"> Recognising feelings (including happy and sad) Secrets and privacy – worries and asking for help (pants rule) Online activities and sources of internet information Right and wrong Responsibilities and people who help us with that Well and unwell Medicines and germs Coping with change (feelings) Similarities and differences (belonging) 	<ul style="list-style-type: none"> Managing feelings and emotions Digital footprints and using tech Communicating online (being safe and cyberbullying) Changes in growth since a baby Body parts and privacy (inc safety looking after your body)) Families, friendship – love and kindness/ loss? Staying safe Basic first aid and emergencies 	<ul style="list-style-type: none"> Where information comes from and reliable sources Safety – fire, beach road etc Rules, calling 999, celebrating achievements Identity/ gender expectations Communities we belong to Achievement and goals Health and wellbeing – sense of self Hygiene and health – cleanliness, germs, immunisation Risk, hazard and emergency Features of family and relationships (commitment, trust, respect, communication, manners) 	<ul style="list-style-type: none"> Making Decisions, Taking Risks Bullying, personal boundaries, dares Personal boundaries and the right to privacy Bullying (including cyber) Pressure to share and dares – including cyber Online profiles and fake news Healthier lifestyle choices, influence on exercise Puberty – physical and emotional changes 	<ul style="list-style-type: none"> Risks, privacy, secrets, surprises and Body privacy, sources of support Self esteem/confidence and the impact on self esteem Impact of feelings on-self Mood swings Masculinity and femininity and media influences Sleep and emotional health Healthy habits and choices (including everyday drinks/ caffeine/ screen time) Changing relationships Friendships (EHWB) When relationships go wrong (RSE) Online friendships, staying safe online and decision making/ influences 	<ul style="list-style-type: none"> Identities online and influence Difference and diversity in the media, adverts, differences in appearance Drugs and Usage Tobacco and smoking Image and Representation Appropriate age online and access to information Relationships, consent, appropriate touch, pressure & uncertain feelings Transition – leaving and saying goodbye

Trips linked to Geography (KS2)

- Day visit to London – capital city.** Identify human and physical features. Look at similarities and differences with Findon/Worthing. Go on a London bus tour. Take photos or make sketches of human and physical features they see.
- Wakehurst Place** - use a variety of field study techniques to demonstrate the effect of environmental factors on plant growth in two different habitats at Wakehurst –visit education centre.
- The river Arun – river.** Look at the physical features of a river, look at human settlement by a river, water cycle. Link to science.
- Pulborough brooks visit** - The river Arun runs through the reserve and we are able to take pupils right down to the riverside for a range of river studies, along with hands-on investigations of life in our ponds and ditches.
- Worthing town and beach – town.** Identify human and physical features. Look at similarities and difference between Findon and Worthing. Take photos or make sketches of human and physical features they see. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods. Walk around the local town and beach and record features. Compare and record data. Environmental study E.G rubbish on the beach effecting wildlife, traffic survey.