

The Meadow Community Primary School

Curriculum



Curriculum Intent Statement

A valued and varied curriculum that promotes resilience.

At The Meadow Community Primary School, the curriculum is designed to engage, inspire and challenge our children. We acknowledge and build on children's prior experiences and promote resilience to allow them to become the 'best versions' of themselves. Our immersive curriculum broadly follows the National Curriculum but personalises learning experiences linked to our demographic of pupils. Through quality first teaching and enrichment opportunities we aim to encourage a thirst for learning which will last a lifetime. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values which will prepare our learners for success in the real world. Regular reflection of the curriculum ensures that it is current, relevant and meets the needs of the ever changing world.

Route to Resilience

Our intent is that children leave The Meadow being the best version of themselves that they can possibly be. We want our children to become confident, well rounded young citizens who are prepared for the next stage of their education and lives. We embed 'route to resilience' in our school community by encouraging our children to develop many different characteristics. We help children to recognise which characteristics they already show and those to develop, guiding them on how to do this. Our 'route to resilience' is evident in the language we use, the skills we teach, the homework we set and the expectations and values that we promote as a school.

The route to resilience initiative underpins our learning experience and promotes the following characteristics...

Concentration, Curiosity, Imagination & Creativity, Reasoning, Good Humour, Optimism, Modelling, Questioning, Respect, Teamwork, Linking Learning, Self-control, Perseverance, Improving, Resilience, Self Esteem, Listening & Communicating, Problem Solving, Being humble, Kindness, Independence & Initiative, Enthusiasm, Being calm, Courage, Confidence, Awareness, Empathy, Integrity

Curriculum Implementation

- The Meadow Community Primary plans progressive educational steps through the Symphony Learning Framework which is broadly linked to the National Curriculum.
- Teachers present subject matter clearly, promoting appropriate discussion. They check learners' understanding systematically, identify misconceptions accurately and provide clear feedback in line with policy. Teaching is adapted where necessary.
- Through the use of Symphony on Track and Learning Framework teachers and leaders use assessment to inform teaching and to check understanding.
- We recognise the importance of resourcing and especially technology in helping prepare our children for the future. We pride ourselves in upskilling our subject knowledge through CPD to enable our knowledge to be current and relevant.
- We model and share a love of reading, teaching and modelling reading skills every day.
- We have recognised that in order to allow children to access our rich curriculum and achieve academic success, they must be emotionally and socially ready to learn, we therefore put high quality pastoral care and nurture at the heart of our teaching and school life.

Impact

Our curriculum has been designed to allow all children to make good progress and achieve their full potential. There is a strong emphasis on the teaching of basic skills of reading, writing and maths to the highest standard. In order to commit these basic skills to long term memory, we repeatedly and relentlessly refer to them in all aspects of learning. We see the value of each and every subject and through the introduction of knowledge organisers are giving our children the opportunity to build on their knowledge and show the knowledge that they have retained. Our children are ever challenged to be the best they can be in all aspects of school life. The best way to ensure social mobility is for pupils to reach / exceed the expected standard at end of Key Stage 2 in reading, writing and maths; this is strongly recognised at The Meadow and as a result is a key priority for all staff.

August 2019



The Meadow - Core Curriculum Principles

Reading is prioritised across our curriculum. The engagement with children's literature and high quality texts is at the heart of our curriculum design and all of our teaching. We intend every child to leave as enthusiastic readers with the ability to articulate their learning and access the full curriculum. We place a high focus on developing children's vocabulary and spoken language. We provide a valued and varied curriculum that promotes resilience.

Reading

- Promote a love of reading.
- Immersion in a rich diet of literature.
- Automaticity of fluent reading.
- Engage in and respond to rich, high quality texts.
- Make meaningful connections across ideas and texts.
- Understand a variety of texts.
- Make inferences and deductions.
- Understand how authors' express their ideas.
- Engage the community to enrich reading opportunities.

Writing

- Write with purpose.
- Write imaginatively, creatively appropriate to the genre.
- Edit, draft and improve their writing.
- Create vivid and descriptive images.
- Organise writing appropriately.
- Use accurate sentence structure and punctuation.
- Write fluently and legibly with a personal style.
- Apply strong and accurate grammatical knowledge.
- Independently apply spelling of age appropriate words.

Vocabulary and Communication

- Provide a language-rich environment.
- Articulate and use technical vocabulary across the curriculum.
- Carefully listen and demonstrate understanding.
- Varied use of adventurous and interesting vocabulary.
- Speak with confidence and clarity.
- Express ideas and contribute to conversations and debates.
- Explore morphology and etymology.
- Accurately apply higher-tier vocabulary.

The Meadow Community Primary School: Core Curriculum Principles



Enquiry, investigation, fluency, reasoning, using, applying, practical, concrete, abstract and pictorial resources, reasoning, problem solving,

Mathematics

- Deep understanding of mathematical concepts – depth not breadth
- Making connections and reason mathematically
- Fluent in the fundamentals of mathematics
- Variety and frequent practice
- Strong place value and arithmetic knowledge
- Secure and instant recall of times table facts
- Fluent in written methods for all four operations
- Opportunities for reasoning and problem solving in context
- Use of concrete, pictorial and abstract methods
- Application of mathematical understanding to real life contexts
- Understanding and confident use of mathematical vocabulary
- Articulation of mathematical strategies and presenting mathematical justifications.

Science

- Investigate the living world and explore how animals, humans and plants live
- Understand how materials have different uses based on their properties
- Identify forces in different environments
- Answer scientific questions about the world around them
- Draw conclusions from evidence accurately
- Use scientific equipment appropriately

The Meadow Community Primary School: Core Curriculum Principles



Geography

- Develop map skills and apply these in order to complete a successful journey
- Make meaningful connections between themselves and their locality
- Have an understanding of how actions impact on the environment

Ask questions about their local environment

History

- Investigate and research key historical events
- Make personal connections and comparisons with the past
- Understand chronology of significant eras or events
- Critically evaluate sources of evidence

MFL

- speak with increasing confidence, fluency and spontaneity
- Can write for different purposes
- Be able to hold conversations and respond appropriately.

D.T.

- Construct for a specific purpose using a variety of materials
- Experience how plants grow and can be harvested.
- Prepare food or ingredients safely and hygienically
- Design, make and evaluate a products.
- Use a range of tools confidently and safely

Art

- Produce creative work, exploring their ideas and working from observation and imaginatively
- Become proficient in drawing, painting, printing, sculpture and textiles
- Evaluate and analyse creative works using the language of art and design
- Know about great artists, craft makers and designers

Music

- Perform, listen to, and evaluate music across a range of genres, traditions and historical periods
- Learn to sing and to use their voices, to create and compose music on their own and with others
- Have the opportunity to learn a musical instrument
- Understand and explore how music is created using musical vocabulary such as pitch and tempo

The Meadow Community Primary School: Core Curriculum Principles



P.E.

- Develop competence to excel in a broad range of physical activities
- Physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Computing

- Write algorithms and represent data
- Practical experience of writing computer programs in order to solve problems
- Responsible, competent, confident and creative users of information and communication technology.
- Understand how to use technology and social media safely

R.E.

- Knowledge of world religions develops tolerance
- Understand how beliefs and attitudes influence actions
- Celebrating religious differences within our community

P.H.S.C.E.

- Tackling challenges in our school and local communities
- Develop self-assurance by adopting a positive growth mind-set
- Understand how to keep myself and others safe
- Understand right and responsibilities
- Develop positive/ healthy relationships

Route to Resilience

- Becoming the best version of ourselves
- Developing characteristics to enhance happy and healthy learning and lives
- Developing an understanding of mental health. Helping ourselves and others.

Enrichment

- Awe and wonder experiences broaden cultural horizons
- Exploring opportunities inside and outside the classroom
- Providing opportunities for wider school engagement
- Contributing to and involving the local community



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Art

Printing

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Discussing printing using stencils. Apply paint colour correctly	Potato printing, using foam prints to create repeating patterns. Inking up foam prints.	Making and using stencils to produce negative prints. Using the techniques of dabbing and stroking to produce negative prints in primary colours.	Producing three colour overprinted images using clay relief blocks.	Inking up a slab correctly and using a roller in different ways to make a variety of marks. Understanding the monoprinting process	Developing the technique of monoprinting by scratching a drawing into an inked slab and taking a print	Producing second colour prints from Press Print reduction block.	Understanding the batik process.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Experiment with stencils and consider colour choice	Selecting stencils to create repeated print.	Making a clay slab relief block and using this to print onto a range of prepared surfaces.	Making unique state prints. Producing clay slab prints with the inclusion of overlaid tissue. Using overlays to produce translucent colour effects in their printmaking.	Developing skills in monoprinting using different colours and working from light to dark. Discussing own work and that of others and reflecting on ideas.	Exploring the technique of surface printing with a collograph block onto paper. Understanding the idea of repeat printing and the use of relief blocks to rotate and flip images.	Applying knowledge of printmaking processes in using the work of printmakers as a starting point for development.	Transferring work and ideas into another medium and combining learned processes to produce unique state prints.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Brush Pressing paint	Colour paint pressing	Stencil Negative Dabbing Stroking Tone Darker/Lighter Feathered	Multiple Impression Overprinting	Inking-up Directions Rotate. Monoprinting Scratched Peeling Pressure	Relief Collograph Repeat Setranspose Transferal	Press Print Reduction printing 'worrying away' Incisions Inverted Edition Individual	Batik Tjanting Wax Resist Wash Repeat

Drawing

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
To hold pencils or other in a way that can make a mark	To use a variety of mark making instruments on a variety of materials	Understanding that different marks can be made using a range of tools. Using different materials to make tools and using own tools for mark making.	Understanding that different mark makers may be used to create different effects.	Sorting, selecting and comparing graphic marks. Developing understanding of the visual element of tone (light and dark).	Selecting and composing images, developing analytical observational skills. Producing thick and thin lines and a variety of tonal qualities.	Experimenting with the use of rubbers to draw in the negative. Select and enlarge drawings.	Understanding and investigating the variety of methods and different media used by artists for portrait work.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
To use pencils or mark makers onto paper in response to stimuli	To use a range of mark makers on paper in response to stimuli including music	To look closely at natural objects, talk about different	To observe and record objects from different viewpoints. To review what they and others	Exploring pattern using the elements of line, colour and shape. Transposing imagery	Developing analytical skills and fine pencil control. Exploring graphic media and	Developing layering techniques Producing observational drawings and	Using ICT to produce a portrait image. Working within

		aspects and make a controlled drawing.	have done and say what they think and feel about it.	from one medium to another, enlarging and layering.	using their own work as reference to develop an image.	selecting and using a range of media using acetate.	a group to develop work using a chosen method.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Paper, pencil, marks	Paper pencil, zigzag, round, straight	Dark/light Thick/ thin Curved Zigzag Straight Bold Broken	Mark maker Thick/thin Hard/soft Dark/light Texture	Light, dark Graphite Horizontal Vertical Hatching Cross-hatching Parallel	Define Divide Contour, Lace Tonal quality Pencil control,	Scale Smudge Tone Line Image Light, dark, Layering Overlay Acetate	Portrait Figurative Tone Light, mid-tone, dark, Portraiture Media Methods

Textiles

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
simple understanding of pushing material through a gap	Develop simple understanding of wrapping and weaving	Developing simple over/under weaving, wrapping and knotting skills.	To investigate dip dye materials and processes.	Developing skills with dipping and dyeing techniques. Developing understanding of collographs, cutting and assembling a relief surface	Developing dip dye and resist techniques. Identifying and recording linear markings in natural forms.	Developing an understanding of wax resist and control of tjanting tools.	Selecting and recording. Developing and transposing designs. Applying batik skills. Designing and developing intricate weaving skills.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Introduce idea of threading material	Develop the concept and understanding of weaving and threading material	Developing understanding of tools and materials to embellish strips of fabric using a variety of media.	To review what they and others have done. To work over dip dyed fabric with rubbings from a range of surfaces	Exploring ways of making and creating their own patterns through ICT. Developing understanding of symmetry and resizing images through ICT.	Selecting materials and processes and organising and combining these in their work. Comparing responses to artists' work.	Applying knowledge and demonstrating understanding through individual responses to the work of textile artist	Developing and transferring linear designs onto dyed backgrounds using graphic mark makers.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Weave, colour	Thread, weave, material	Weft Decorate Strip Frame Drainage mat Weave Embellish	Dip dye Fold Half/quarter Triangle Concertina Absorb	Dip and dye Brusho Cotton fabric Folding Rotation Reflection Rollers Collograph	Review Modify Adjustments Combine Transpose	Batik wax Resist Dye Tjanting Technique Process	Batik Adapt Modify Tjanting Wax Resist

3D

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
pulling, pinching	Cutting, pressing pulling, pinching	Techniques of pulling, pinching and smoothing clay.	Learning the process of rolling and inlaying clay of different colours into a slab.	Transposing 2D designs onto a 3D form. Reviewing own work and that of others.	Understanding the process and techniques involved in developing coiled clay forms.	Developing understanding of modroc (plaster bandage) as a sculptural material.	Developing casting techniques from selected moulds using brown, gummed tape. Understanding

							the concept of 'drawing' in 3D.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Rolling	Rolling pressing onto surface	Developing understanding of relief surfaces. Understanding that the clay will harden and retain the pattern that has been produced.	Using techniques already learned and applying these to imaginative work in 3D.	Developing simple linear designs based on natural forms. Developing the process of inlaid clay designs.	Developing fabric forming techniques. Working collaboratively to produce artwork. Adapting and modifying work through class and group discussion.	Applying previously learned techniques and processes. Developing construction techniques using clay slabs	Selecting and assembling cast forms. Selecting appropriate materials and embellishing surfaces.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Pulling, pinching, rolling	Manipulating material into shape	Line Pattern Shape Impression Plaster Reservoir Set Reverse	Surface Modify Review, Rolling Forming Pinching Pulling	Roll Inlay Embed Surface Harden Leather hard	Fabric Forming Dipping Wrapping Twisting, Construct, Embellish Modify Refine	Technique Inlay Trim Smooth Wrapped, Modroc Wrapping	Form Mask Times Culture, Maquette Representation Pinching Pulling Stroking Smoothing

collage

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Selecting, sorting,	Sorting, choosing, selecting colours	Sorting, identifying and selecting contrasting materials.	Mixing primary colours to make secondary colours and beginning to recognise and use complementary colours.	Mixing primary colours to make complementary colours. Transposing ideas from painting to collage in response to the work of an artist	Transposing imagery using different media and techniques.	To use a viewfinder to select and record from first hand observation. To investigate and combine visual and tactile materials and processes to explore ideas for different purposes.	Developing the use of simple geometric shapes and patterning in response to the work of Gustav Klimt. Using a sketchbook to select, record and develop aspects of Klimt's images.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Selecting and sticking	Choosing materials based on colour	Discussing own work and that of others and developing images in response to the comments.	Identifying and using primary, secondary and complementary colours. Collecting, sorting, selecting and sticking materials.	Developing an understanding of positive and negative imagery	Overworking identical designs to produce unique state imagery.	To investigate and combine visual and tactile qualities of materials and processes to make collages. To adapt their work according to their views and describe how they might develop it further	Selecting and matching materials and processes to suit their intentions. Developing questioning and thinking skills through the practical development of their work.

Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Sticking	Overlapping Sticking	Overlapping Sticking Arranging Collage,	Line Linear, Complementary Primary colours Secondary colours	Pathways Direction Crossing Overlapping Complementary colours	Distortion Portrait Photographic Facial	Collage materials Layering Overworking Brusho colour Inks Stains	Cubist Dimension Viewpoints
Painting							
Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Apply paint using jumbo brush	Mixing paint on canvas to experiment with changes in colour	Mixing paint to required consistency, using both Ready Mix and powder paint if appropriate. Understanding the technique of mixing colours through adding small amounts of dark to light	To investigate and use the visual elements of line, colour and space in a painting. To investigate and make responses using the visual elements of shape and pattern.	Investigating and mixing primary colours to create secondary colours. Developing an understanding of abstract art.	Using fine brushes to produce careful, marks onto painted shapes. Using contrasting tones of colour. Understanding the wash technique of wet on wet.	Making a multi-layered piece with a variety of media. Responding to the work of a contemporary artist.	Understanding the visual elements of colour, shape and space and how these can be combined to produce abstract images. Developing direct observational skills from variety of viewpoints
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Paint topic related picture	Choose paint colour appropriate for picture	Identifying ways in which the artist, Jasper Johns, has used colour and number to create a series of images Number formation. Exploring number as line and applying paint within shape boundaries.	To construct a surface in the style of abstract artist Anthony Frost, discuss what they and others have done and say what they think and feel about it.	Developing an understanding of tonking and sgraffito techniques to develop work. Adapting work and development of skills of control of tools and techniques.	Using their sketches as a starting point for further work. Using a viewfinder to produce a series of sketches focussing on parts of flowers.	Producing extended images by mixing and matching colours and patterns in response to a piece of patterned fabric. Mixing and matching colours and patterns.	Selecting appropriate materials to transpose their drawings into multi-media Cubist images. Adapting and improving their work to realise their intentions.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Brush, paint	Brush paint, palette	Hog hair brush Stroke Mixing Thick/thin Palette Opaque	Surfaces Shapes Building up Collage Prime Emulsion	Abstract art Stripes and blocks Primary and secondary colours Sugar paper Scissors Technique Tonking Layers Sgraffito	Wet on wet Moistened Landscape Seascape Wash	Palettes Expressive Adjacent Fauvist Review Modify	Inks Stains Dyes Adapt Transpose Modify

Computing

Computing Skills

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		<p><u>We are treasure hunters</u> Understand that a programmable toy can be controlled by inputting a sequence of instructions. Develop and record sequences of instructions as an algorithm. Program the toy to follow their algorithm. Debug their programs. Predict how their programs will work.</p> <p><u>Espresso Coding</u> Understand an image can be controlled by inputting an instruction. Program the image to respond to their action (click of the mouse). Program the image to move directionally. Understand the relationship between their action and the action on the screen.</p>	<p><u>We are game testers</u> Describe carefully what happens in computer games. Use logical reasoning to make predictions of what a program will do. Test these predictions. Think critically about computer games and their use. Be aware of how to use games safely and in balance with other activities.</p> <p><u>Espresso Coding</u> Understand an image can be controlled by inputting an instruction. Develop and record sequences of instructions as an algorithm. Program the image to follow their algorithm. Debug their programs. Predict how their programs will work.</p>	<p><u>We are programmers</u> Create an algorithm for an animated scene in the form of a storyboard. Write a program in Scratch to create the animation. Correct mistakes in their animation programs. Respond to feedback about their scene and change as appropriate.</p> <p><u>Espresso Coding</u> Understand an image can be controlled by creating an algorithm. Create an algorithm to make an image move to reach a target. Use an increasingly complex algorithm with time delays to create a sequence. Predict how their program will work referencing the instructions inputted. Develop a number of strategies for finding errors in programs. Build up resilience and strategies for problem solving. Increase their knowledge and understanding of Scratch. Recognise a number of common types of bug in software.</p>	<p><u>We are HTML editors</u> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.</p> <p><u>Espresso Coding</u> Create sequences of code which include a variable. Understand how this variable is something within their code which will be subject to change. Create increasingly complex sequences that include time limits. Understand that computer programs use variables in calculations.</p>	<p><u>We are game developers</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. <u>We are cryptographers</u> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the</p>	<p><u>We are computational thinkers</u> Develop the ability to reason logically about algorithms. Understand how some key algorithms can be expressed as programs. Understand that some algorithms are more efficient than others for the same problem. Understand common algorithms for sorting and searching. Appreciate algorithmic approaches to problems in mathematics. Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Apply reasoning and problem solving to explain how some simple algorithms work and to detect and correct</p>

					Identify errors in code and debug the algorithm using logical methods and strategies.	internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <u>Espresso Coding</u> Create code with numbers to represent variables such as speed. Have an object respond within these variables. Create code that enables the variable to be controlled by keyboard input. Create physical parameters and boundaries within the setting of a game and have an object respond to these. Create a code where the variables are controlled by the movement of the device. Effectively add simple if statements to control variables. Use logical processes and strategies to debug code.	errors in algorithms and programs. <u>Espresso Coding</u> Create a pop up box to gain input from the user Create code that will calculate area using given input Design an app interface to take input from user and complete simple conversion calculation. Manipulate user inputted variables. Format user inputted variables. Create a program to total given input data. Create a clock app in both digital and analogue using variables. Create games using object parameters.
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Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<ul style="list-style-type: none"> Understand what algorithms are. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. 	<ul style="list-style-type: none"> Understand that algorithms are implemented as programs on digital services Understand that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programs 				

			<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Code instructions screen direction left right up down run stop	Code Instruction Screen Direction Key Run Stop Hide Show	Scratch Sprite Scene Background Flag Rotation Direction Degrees Sequence Show Hide Timer Delay	Sequence Variable Loop Timer Movement Points Calculation Score Debug	Sequence Variable Speed Accelerate Slow Left Right Starboard Port Direction Orientation Rotation Boundary Friction If statements Debug	Linear search Random search Binary search Algorithm Selection sort Data testing Flow chart Quicksort Efficiency Inefficiency Loop End condition Input Complex variable Manipulate Format Parameters

Information Technology

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		<u>We are illustrators</u> Use the web safely to find images for illustrations. Use technology purposefully. Select the appropriate tool to create the desired effect. Understand how this use of ICT differs from using paint and paper. Know how to save, retrieve and change their work. Reflect on their work and act on feedback received. <u>We are collectors</u>	<u>We are detectives</u> Understand that email can be used to communicate. Develop skills in opening, composing and sending emails. Gain skills in opening and listening to audio files on the computer. Use appropriate language in emails. Develop skills in editing and formatting text in emails. Be aware of online safety issues when using email. <u>We are zoologists</u>	<u>We are communicators</u> Develop a basic understanding of how email works. Gain skills in using email. Be aware of broader issues surrounding email, including 'netiquette' and online safety. Work collaboratively with a remote partner. Experience video conferencing. <u>We are opinion pollsters</u> Understand some elements of survey design.	<u>We are musicians</u> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Understand computer networks including the internet; ... and the opportunities they offer for communication and collaboration. Be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital	<u>We are artists</u> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems	<u>We are writers and publishers</u> Research a location online using a range of resources appropriately. Understand the safe use of mobile technology, including GPS. Capture images, audio and video while on location. Manage or contribute to large collaborative projects, facilitated using

		<p>Find and use pictures on the web. Know what to do if they encounter pictures that cause concern. Group images on the basis of a binary (yes/no) question. Organise images into more than two groups according to clear rules. Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions.</p> <p><u>We are celebrating</u> Develop basic keyboard skills, through typing and formatting text. Develop basic mouse skills. Use the web to find and select images. Develop skills in storing and retrieving files. Develop skills in combining text and images. Discuss their work and think about whether it could be improved.</p>	<p>Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs. Record information on a digital map.</p>	<p>Understand some ethical and legal aspects of online data collection. Use the web to facilitate data collection. Gain skills in using charts to analyse data. Gain skills in interpreting results.</p>	<p>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. <u>We are meteorologists</u> Understand different measurement techniques for weather, both analogue and digital. Use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts Analyse data, explore inconsistencies in data and make predictions Practise using presentation software and, optionally, video. Work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of</p>	<p>and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <u>We are architects</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>online tools. Write and review content. Source digital media while demonstrating safe, respectful and responsible use. Design and produce a high-quality print document. Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,</p>
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					<p>software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <u>We are advertisers</u> Think critically about how video is used to promote a cause. Storyboard an effective advert for a cause. Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights. Work collaboratively to edit the assembled content to make an effective advert. Use search technologies effectively, appreciate how results are selected and ranked, and be</p>
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							discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Knowledge	Knowledge	Knowledge		Knowledge	Knowledge	Knowledge	Knowledge
		<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 		<ul style="list-style-type: none"> Use technology purposefully to organise and manipulate digital content Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 			
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Mouse keyboard key save open google	e-mail SMART (E-safety) Log in To Subject Communicate	e-mail SMART (E-safety) Log in Account Format To	Network Server Software HTML Code Command	Data Search engine Reliable data Collect Analyse Evaluate	Smart phone iMovie Research Location Route Destination

		image copy paste tool brush eraser	Font Size Colour Audio file/MP3	Recipient Subject Communicate Data Graph Poll Questions Answers Audience Reliable Appropriate Question types Online form	Hyperlink Degrees Fahrenheit Celsius Data Recording Spreadsheet Data Inconsistency Predictions	SketchUp Trimble 3dVAS Adobe Scratch Illustration Input Output Tool	GPS Tracker /tracking track log inefficiency Reliable source Google Doc High quality Sharpen Contrast Brightness crop/trim noise reduction Export Base map image URL Dialogue
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Digital Literacy

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		<p><u>We are TV presenters</u> Break down a process into simple, clear steps, as in an algorithm. Use different features of a video camera. Use a video camera to capture moving images. Develop collaboration skills. Discuss their work and think about how it could be improved.</p>	<p><u>We are researchers</u> Develop collaboration skills through working as part of a group. Develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation.</p>	<p><u>We are vloggers</u> Use a search engine to learn about a new topic. Plan, design and deliver an interesting and engaging presentation. Search for and evaluate online images. Create their own original images. Create a video slide cast of a narrated presentation. Develop understanding of how the internet, the web and search engines work.</p>	<p><u>Google Be Internet Legends (Lessons 1 and 2)</u> Understand how to "Be internet sharp" and "Be internet alert". Understand how to protect and maintain their internet reputation and online presence. Understand how to discern whether information online is true and reliable. Understand how to 'Be Internet Secure' and 'Be Internet Kind'. How to make strong passwords to secure their information online. Understand the importance of internet security, not sharing personal data and how to make strong passwords to secure their information online Understand the ways in which they can be 'kind' to others online and identify what to do if they</p>	<p><u>We are web developers/ bloggers</u> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and</p>	<p><u>Google Be Internet Legends (Lessons 3, 4, 5 and 6)</u> Understand the vocabulary "positive digital footprint" and what having a positive digital footprint means. Name ways in which they can start to build a positive digital footprint. Differentiate between public and private information. Understand the effect of sharing personal/private information online. Understand the importance of never sharing personal details online. Understand what it means to have a negative digital footprint and how this</p>

					encounter something 'unkind'	information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ...be discerning in evaluating digital content.	may affect the future. Understand what to do and who to speak to if they regret sharing something online. Understand what to do and who to speak to if they have some of their own personal data shared online. Describe ways to critically evaluate what we see on social media. Discern between real and fake online e.g. profiles. Explain how social media can mislead or misrepresent reality. Identify different types of online scams people our age may experience, including 'phishing'. Identify sources of support for someone who is worried about anything online. Explain why it is important to keep personal information private online. Describe ways to keep personal information private online by using safety tools and privacy
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							settings. Demonstrate ways to build positive and healthy online relationships and friendships. Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.
Knowledge	Knowledge	Knowledge		Knowledge	Knowledge	Knowledge	Knowledge
		<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school. 		<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies, recognise acceptable/unacceptable behaviour and a range of ways to report this Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 			
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		SMART (e-safety) Safety Camera Record Save Delete Shot Frame Screen	Search engine SMART (e-safety) Safe search Reliable Research Source Presentation Copy Paste	SMART (e-safety) Personal data Private Public Image search Safe search Copy Paste Presentation Format Background Reliable Online profile Cyber bullying Suspicious Trustworthy	SMART (e-safety) Personal data Online profile Digital footprint Private Public Personal boundaries Genuine Scam Verify	SMART (e-safety) Blogger Log in Secure password Account details Audience Privacy settings Format Research Collaboration Software HTML Code Command Hyperlink Online presence Digital footprint	SMART (e-safety) Personal data Online profile Digital footprint Private Public Personal boundaries Genuine Fake Phishing Scam Verify Trolling

	<p>Children will know how to use a range of tools carefully to join, cut and create an image Children will be able to select the correct equipment Children know to wash their hands when handling food</p>	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>To be able to design a pencil case investigate a variety of familiar objects that use air to make them work Investigate techniques for making simple pneumatic systems.</p>	<p>Design a Christmas stocking; design a mini greenhouse Investigate and analyse a range of existing products Explore existing greenhouses Investigate stable structures; investigate materials for making a mini greenhouse</p>	<p>Investigate and analyse a range of existing products Explore ways in which pillars and beams are used to span gaps. Explore ways in which trusses can be used to strengthen bridges. Explore ways in which arches are used to strengthen bridges. Understand how suspension bridges are able to span long distances</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products; develop ideas for a product with an embedded computer system that controls it. Use research, including the study of different cultures, to identify & understand user needs.</p>
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							Understand how the four great inventions of China shaped the world. Investigate water-powered machines. Test materials to build a kite. Take creative risks
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Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
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	Join, cut, tool names- scissors, sellotape, tape, glue, knife	Materials, walls, roof, door, window, join, hinge, score, fold, tools, decorate, slider, lever, pivot, cutting, shaping, joining finishing, scissors, glue, masking tape, blu-tac, plasticine, paper fastener, hole punch, levers, sliders, wheels, axles and mechanism	Materials, finger puppet, overstitch, running stitch, fabric, glove puppet, mock-ups, templates, cutting, shaping, joining and finishing, felt glue/fabric glue, items for decoration, e.g. sequins, buttons, ribbon, needles, thread, levers, sliders, wheels, seat, headlight, handlebar, window, windscreen, handle, transport, axles, chassis, combine, body, cardboard boxes, cartons, plastic bottles, card, scissors, masking tape.	Pneumatic system, marking, cutting, shaping, joining and finishing, syringes, plastic bottles, tubing, card, straws, burger boxes, masking tape, scissors, craft knife, strengthen, stiffen, reinforce, rigid, flexible, hard, soft, fluffy, smooth, shiny, dull, transparent, stiff, waterproof, opaque, light, stretchy, running stitch, back stitch, poppers, button, fold and embellishments	Mark, measure, combine, bunting, fold, stitch, decorate, pin line, running stitch, back stitch, joining stitch, knot, applique, embroidery, long stitch, fabric, beads, buttons, ribbon, bells, smaller pieces of fabric, etc, thread, needles, pins, scissors, cutting, shaping, joining, frames, coverings, lolly sticks, dowelling, plastic wallets, clingfilm, straws, pipe cleaners, structure, air tight, seal, ventilation, resealable opening, height, length, width,	Vuvuzela, caxixi, shekere, djembe, agogo bells, kalimba, instrument, sound, material, volume, performance, pillars, beams, trusses, arches, suspension, truss patterns, famous bridges, cut, fold, roll, stick, beam, maximum load, beam shape, pillar shape, deck, lattice, warren, pratt, dimensions, frame, hangers, suspension cable, gap, clearance, abutment, pier, parapet, force, tension, compression, gravity	Strength, absorbency, opacity, pulp, compass, magnetise, transmission, gear, driver, follower, clockwise, anti-clockwise, sail, frame, tail, kite string, algorithm, sensor, monitor, flow chart, LED light, female-male jumper lead, short leg, long leg, breadboard, GND, GPIO, positive, negative, Raspberry Pi, resistor, embed, component, switch
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Construction – Making

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology</p> <p>Select and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Select and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; work with fabric to create a finger puppet; make a vehicle</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; practise and compare sewing stitches; sew embellishments to a piece of fabric; To be able to make and evaluate a pencil case based on a design.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>To make a monster with a moving pneumatic part.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Select suitable tools and materials to create a kalimba</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Show resourcefulness when tackling problems</p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<p>Select and use a range of tools and equipment to perform practical tasks</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; practise sewing skills; investigate ways of creating and decorating the body of a vehicle.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</p> <p>investigate ways of opening and closing pencil cases</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Apply their understanding of how 3D textile products can be made from a combination of shapes</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Investigate and design a strengthened body of an African percussion instrument.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Make a kite</p> <p>Develop, model and communicate ideas for an</p>

			Explore and use mechanisms	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products	Explore different ways to join fabric using sewing skills Explore different ways to decorate fabric using sewing skills Use sewing skills to make a Christmas stocking Make a mini greenhouse Investigate how much products cost to make, how innovative they are and how sustainable product materials are	Create an African-inspired percussion instrument. Develop criteria and design a prototype bridge for a purpose Understand and use mechanical systems in their products Apply knowledge to produce detailed plans of what is needed and step by step plans	embedded system which monitors and controls a door, a room or both. Develop ideas for a product and start to write programs to monitor and control them Model and communicate ideas, using either prototype models or computer-aided design. Understand and use electrical systems in their products
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Materials, walls, roof, door, window, join, hinge, score, fold, tools, decorate, slider, lever, pivot, measure, mark cutting, shaping, joining finishing, scissors, glue, masking tape, blu-tac, plasticine, paper fastener, finishing techniques, hole punch, levers, sliders, wheels, axles, mechanism	Materials, finger puppet, overstitch, running stitch, fabric, glove puppet, mark, join, component, mock-ups, templates, cutting, shaping, joining and finishing, felt glue/fabric glue, items for decoration, e.g. sequins, buttons, ribbon, , needles, thread, sliders, wheels, seat, headlight, handlebar, window, windscreen, handle, transport,	Measure, mark, pneumatic system, cutting, shaping, joining and finishing syringes, plastic bottles, tubing, card, straws, burger boxes, masking tape, scissors, craft knife, strengthen, stiffen, reinforce, movement,, rigid, flexible, hard, soft, fluffy, smooth, shiny, dull, transparent, stiff, waterproof, opaque, light, stretchy, running stitch, back stitch, poppers, button,	Bunting, fold, stitch, decorate, pin line, running stitch, back stitch, joining stitch, knot, applique, embroidery, long stitch, fabric, beads, buttons, ribbon, bells, smaller pieces of fabric, etc, thread, needles, pins, scissors, cutting, shaping, joining, frames, coverings, lolly sticks, dowelling, plastic wallets, clingfilm, straws, pipe cleaners, structure,	Vuvuzela, caxixi, shekere, djembe, agogo bells, kalimba, instrument, sound, material, volume, performance, pillars, beams, trusses, arches, suspension, truss patterns, famous bridges, cut, fold, roll, stick, beam, maximum load, beam shape, pillar shape, deck, lattice, warren, pratt, dimensions, frame, hangers, suspension cable,	Strength, absorbency, opacity, pulp, compass, magnetise, transmission, gear, driver, follower, clockwise, anti-clockwise, sail, frame, tail, kite string, algorithm, sensor, monitor, flow chart, LED light, female-male jumper lead, short leg, long leg,

			axles, chassis, combine, body, cardboard boxes, cartons, plastic bottles, card, scissors, masking tape.	fold and embellishments	air tight, seal, ventilation, resealable opening, height, length, width,	gap, clearance, abutment, pier, parapet, force, tension, compression, gravity	breadboard, GND, GPIO, positive, negative, Raspberry Pi, resister, embed, component, switch
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Construction – evaluation

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	Soup and sandwiches	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Investigate if items can be recycled/reused.	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Evaluate a final moving monster	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work I investigate if items can be recycled/reused.	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Investigate & analyse the impact that products have beyond their intended purpose.	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		Explore and evaluate a range of existing products Build structures, exploring how they can be made stronger, stiffer and more stable	Explore and evaluate a range of products; investigate a variety of vehicles and their uses and features; investigate wheels, axles and chassis.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; investigate a range of pencil cases.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; evaluate finished stockings;	Use our products in a performance and evaluate their effectiveness. Analyse and evaluate products according to design criteria.	Analyse and evaluate products according to design criteria. Evaluate your design for a computer-controlled system and

			Build structures, exploring how they can be made stronger, stiffer and more stable	Investigate if items can be recycled/reused.	evaluate mini greenhouses	Investigate how 3D textile products can be made from a combination shapes	consider the views of others to improve your work
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Materials, walls, roof, door, window, join, hinge, score, fold, tools, decorate, slider, lever, pivot, cutting, shaping, joining finishing, scissors, glue, masking tape, blu-tac, plasticine, paper fastener, hole punch, levers, sliders, wheels, axles and mechanism, design criteria, improvements	Mark, function, aesthetics, mock-ups, templates, cutting, shaping, joining and finishing, felt glue/fabric glue, items for decoration, e.g. sequins, buttons, ribbon, needles, thread levers, , wheels, axles chassis, cardboard boxes, cartons, plastic bottles, card, scissors, masking tape, design criteria, improvements., overstitch, running stitch, seat, headlight, handlebar, window, windscreen, handle, transport, axles, chassis, combine, body,	Pneumatic system, cutting, shaping, joining and finishing Syringes, plastic bottles, tubing, card, straws, burger boxes, masking tape, scissors, craft knife, strengthen, stiffen, reinforce, , rigid, flexible, hard, soft, fluffy, smooth, shiny, dull, transparent, stiff, waterproof, opaque, light, stretchy, running stitch, back stitch, poppers, button, fold and embellishments aesthetic qualities and function	Bunting, fold, stitch, decorate, pin line, running stitch, back stitch, joining stitch, knot, applique, embroidery, long stitch, fabric, beads, buttons, ribbon, bells, smaller pieces of fabric, etc, thread, needles, pins, scissors, cutting, shaping, joining, frames, coverings, lolly sticks, dowelling, plastic wallets, clingfilm, straws, pipe cleaners, structure, air tight, seal, ventilation, resealable opening, height, length, width, design specification	Vuvuzela, caxixi, shekere, djembe, agogo bells, kalimba, instrument, sound, material, volume, performance, pillars, beams, trusses, arches, suspension, truss patterns, famous bridges, cut, fold, roll, stick, beam, maximum load, beam shape, pillar shape, deck, lattice, warren, pratt, dimensions, frame, hangers, suspension cable, gap, clearance, abutment, pier, parapet, force, tension, compression, gravity,	Strength, absorbency, opacity, pulp, compass, magnetise, transmission, gear, driver, follower, clockwise, anti-clockwise, sail, frame, tail, kite string, algorithm, sensor, monitor, flow chart, LED light, female-male jumper lead, short leg, long leg, breadboard, GND, GPIO, positive, negative, Raspberry Pi, resistor, embed, component, switch

Food and nutrition

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		<u>Eat More Fruit and Vegetables</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria	<u>Bread and Pizza</u> Design a balanced healthy pizza. Select from and use a range of tools and equipment to perform practical tasks	<u>Stone Age Stew and sandwich snacks</u> Use research and develop design criteria to inform the design of innovative, functional,	<u>Seasonal Food</u> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly	<u>Bread and Butter Pudding</u> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of	<u>Burgers</u> use research and develop design criteria to inform the design of innovative, functional,

		<p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Evaluate their ideas and products against design criteria</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Explore and evaluate a range of existing products; describe and categorise a variety of bread based products</p> <p>Evaluate their ideas and products against design criteria: examine, describe and categorise a variety of pizza toppings</p> <p>Make and evaluate a food product based on a design</p>	<p>appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>savoury dishes using a range of cooking techniques</p>	<p>predominantly savoury dishes using a range of cooking techniques</p>	<p>appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Evaluate ideas and products against a design criteria and consider the views of others to improve their work</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range</p>
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							of cooking techniques
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<p>Select from and use a wide range of ingredients, according to their characteristics</p> <p>Understand where food comes from</p>	<p>Select from and use a wide range of ingredients, according to their characteristics</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Know that we should eat at least five portions of fruit & veg. each day.</p>	<p>Understand and apply the principles of a healthy and varied diet techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (in the UK and Europe)</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Understand how food is processed into forms that can be eaten or used in cooking.</p> <p>To know that different foods contain different substances that are needed for health.</p> <p>To use a range of food preparation techniques</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Explore different types of burgers and their nutrition facts</p> <p>Explore how to make burger patties</p> <p>Explore sauces and side dishes for burgers.</p> <p>Explore burger buns and their suitability.</p> <p>Plan, design, make and evaluate a burger</p> <p>I know that advertising, availability, packaging & cost can influence what individuals choose to eat; along with, where the food is produced, culture, religion & peer-pressure.</p> <p>I know that food safety means</p>

							preventing contamination & spoilage I know how to use safety practices when storing, prepping & cooking food.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Variety of fruits and vegetables (dependent on designs), cut, peel, grate, knives, chopping boards, graters, aprons, mixing bowls, recipe, hygiene, salad, smoothie, blender, diet	Cutting, peeling, spreading, kneading, grating, variety, balance, pizza toppings and bases, aprons, chopping boards, knives, graters, baking trays, oven, ingredient, balanced diet, healthy, unhealthy, food groups and hygiene	Nutrients, hygiene, healthy, savoury, vegetarian, beating, whisking, whipping, folding, sieving, sifting, rolling, slicing, dicing, grating, chopping, slicing, baking, spreading, kneading, variety, balance,	Nutrients, hygiene, healthy, savoury, vegetarian, beating, whisking, whipping, folding, sieving, sifting, rolling, slicing, dicing, grating, reared, processed, seasonal, varied, over fishing, blitz, grate, measure, pinch, sprinkle, chopping, slicing, baking, by catch, ghost fishing, appearance, taste, texture & aroma	Nutrients, hygiene, healthy, savoury, vegetarian, beating, whisking, whipping, folding, sieving, sifting, rolling, slicing, dicing, grating, processed, seasonal, varied, , blitz, grate, measure, pinch, sprinkle,	Nutrition, ingredients, patties, herbs, spices, savoury, hygiene, drain, chop, mix, fry, mixture, garnish, gluten free, garlic, chilli, oregano, parsley, coriander, poppy seeds, sesame seeds, five spice, cumin rosemary, cuisine, layering, wheat free, weigh, measure, sprinkle calories, fat, protein carbohydrates, salt, appearance, taste, texture & aroma

Geography

Locational Knowledge

Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Name some of the World's seven continents and five oceans.	Name and locate the World's seven continents and five oceans.	Use maps to locate continents and countries with support.	Independently use maps to locate countries and continents.	Use maps to name and locate continents,	Independently locate all the continents on a map.
						Use maps to name and locate some major countries and cities across the world.	Independently use maps to name and locate most countries and major cities across the world.
		Name some of the four countries and capital cities in the UK.	Name and locate the four countries and capital cities of the UK. Know some characteristics of the four countries and capital cities of the UK.	Name some counties and cities in the UK.	Name and locate counties and cities in the UK.	Name and locate and describe the location of counties and cities in the UK.	Independently name and locate and describe the location of counties and cities in the UK.
			Name and locate the surrounding seas of the UK.	Describe some physical features of the UK.	Describe physical features of the UK.	Describe some geographical features of the UK.	Describe geographical features of the UK in detail (including hills, mountains, coasts and rivers). Describe changing geographical features (e.g. land pattern use).
				Describe the difference between human and physical features of specific places.	Describe some geographical features of the globe.	Describe geographical features of the globe (e.g. latitude, longitude, etc.)	Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich Meridian and time zones.

							Describe changing geographical features (e.g. land pattern use).
					Describe physical and human characteristics of places in the world (NC recommends Europe -including Russia- and North and South America).	Describe in detail physical and human characteristics of places in the world (NC recommends Europe -including Russia- and North and South America).	Describe physical and human characteristics of continents.
		Know some facts about their locality	Make comparisons of physical features of a small area in the UK and a small area in a contrasting country (NC recommends non- European country).	Know some geographical facts about the UK.	Make comparisons of physical features of some regions in different areas of the world (NC recommends Europe - including Russia- and North and South America).	Know some facts about different regions of the world (UK, Europe, North and South America).	Make comparisons of physical features of regions around the world (NC recommends UK, Europe and North or South America).
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America, continent, ocean, Antarctic/Southern Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, North Sea, English Channel, Irish Sea, Scotland, Edinburgh, England, London, Wales, Cardiff, Northern Ireland, Belfast, country	Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America, continent, ocean, Antarctic/Southern Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, North Sea, English Channel, Irish Sea, Scotland, Edinburgh, England, London, Wales, Cardiff, Northern Ireland, Belfast,	Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America, continent, ocean, Antarctic/Southern Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, North Sea, English Channel, Irish Sea, Scotland, Edinburgh, England, London, Wales, Cardiff, Northern Ireland, Belfast, county, city, United Kingdom	Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America, continent, ocean, Antarctic/Southern Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, North Sea, English Channel, Irish Sea, Scotland, Edinburgh, England, London, Wales, Cardiff, Northern Ireland, Belfast, county, city, United Kingdom, mainland, islands, borders	Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America, continent, ocean, Antarctic/Southern Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, North Sea, English Channel, Irish Sea, Scotland, Edinburgh, England, London, Wales, Cardiff, Northern Ireland, Belfast, county, city, United Kingdom, mainland, islands, borders, capital city, county, Great Britain, Arctic, Antarctic circle, hot, tropical, cold, ice cap, tundra, sub arctic, warm temperate, subtropical, arid, highland, mountain ranges, hemisphere,	Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America, continent, ocean, Antarctic/Southern Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, North Sea, English Channel, Irish Sea, Scotland, Edinburgh, England, London, Wales, Cardiff, Northern Ireland, Belfast, county, city, United Kingdom, mainland, islands, borders, capital city, county, Great Britain, Arctic, Antarctic circle, hot, tropical, cold, ice cap, tundra, sub arctic, warm temperate, subtropical, arid, highland, mountain ranges, hemisphere,

		Spring, Summer, Autumn, Winter, season, hot, cold, Wigston, town, field, house, shop, street, pub,	country, city, town, village, countryside, centre, Wigston, Leicester, city, town, village, factory, farm, house, office, port, harbour, bridge, road, shop, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, weather, desert, jungle, sea, ocean, Equator, North Pole, South Pole, hot, cold, wet, dry	ecosystem, irrigation, harvest, deforestation, regions, snow, arid, Mediterranean, landscape, canopy, forest floor, emergent, understory, humid, wildlife, flora, fauna, Northern Hemisphere, Southern Hemisphere,	climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle, economy, currency, laws, customs, identities, histories, language, government, urban settlement, landmark, population, physical, human, culture, community, jobs, food, health, life expectancy, leisure, farming, agriculture, industry, trade, population,	hills, steams, flooding, communities, erode, transport, deposit, tributaries, meanders, mouth, deposition, deltas, costal stack, erosion, cliffs, sea caves, arch, farming, energy, leisure, habitat, wildlife, plant life, rural, pollution, agriculture, industry, trade, population, language, indigenous, settlers, natural resources, economy, tourism, culture, people, history, tradition, economic, life expectancy, population, trade,	climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, typhoons, cyclones, flood, blizzard, natural disaster, earthquake, crust, mantle, outer and inner core, seismic, tectonic plate, faults, Richter scale, tsunami, population, culture, religion, tourism, buildings, economic development, terrain, urban, rural, tradition,
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Geographical Skills and Fieldwork

Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Know that places can be found using maps, globes and atlases.	Use World maps, atlases and globes to identify countries, continents and oceans.	Use simple maps and atlases to locate countries with support.	Use maps and atlases to locate countries.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features with support.	Independently use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features.
		Use positional language.	Use compass directions (North, South, East, West).	Use simple grid references, basic keys and symbols.	Use a compass independently. Use grid references, keys and symbols to interpret a map.	Use 8 points of a compass with support. Use grid references, keys and symbols to interpret a detailed map.	Use 8 points of a compass independently. Use four and six-figure grid references.

		Find familiar things/objects using aerial views.	Use aerial photographs and plans to recognise landmarks.				
		Use a simple map and key.	Devise a simple map with a key.	Use grid references, basic keys and symbols.	Use grid references, keys and symbols to interpret maps.	Use keys and symbols to interpret detailed maps.	Use keys and symbols including Ordnance Survey maps.
		Comment on features of my school and local area	Use simple fieldwork and observational skills to study my school and local area.	Use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features with support.	Use fieldwork techniques (including sketch maps) to observe and record geographical features.	Use some fieldwork techniques (including plans and graphs) to observe, measure and record geographical features with support.	Use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe, measure and record geographical features.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		near, far, next to, in, in front, behind.	map, key, compass, North, South, East, West	map, atlas, grid reference, key, symbol, plan, compass, North, South, East, West	map, atlas, mapping, symbol, route,	Map, atlas, globe, digital mapping, compass, North, South, East, West, North-East, North-West, South-East, South-West, grid reference, key, symbol	Map, atlas, globe, digital mapping, compass, North, South, East, West, North-East, North-West, South-East, South-West, grid reference, key, symbol

New Vocabulary

History

Chronology of eras - Chronological Understanding

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		Begin to place a few events, people and objects in the correct time order.	Place events, people and objects in the correct time order.	Begin to show an increasing understanding of chronology and order of events, people and objects.	Show an understanding of chronology and order of events, people and objects.	Show a greater understanding of chronology and order of events, people and objects.	Understand the similarities and differences between different periods of time and know some significant dates.
		Begin to recognise the differences between ways of life in the past and present.	Identify differences between ways of life in the past and present.	With help, know that the past can be divided into different periods of time.	Know that the past can be divided into different periods of time.	Have a greater understanding of how the past can be divided into different periods of time.	
						Pick out similarities and differences between different periods of time and know some significant dates.	Begin to make connections between features of past societies and periods.

Knowledge & Understanding- Understanding of historical concepts; learning about and comparing people from the past

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		Begin to use stories to talk about things that have happened in the past.	Recount parts of stories to talk about things that have happened in the past.	Use a range of historical words to explain the passing of time.	Begin to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Use knowledge to describe the individual and special features of past societies and times.

		Begin to use the right historical words to explain the passing of time	Use the right historical words to explain the passing of time.				
				Know historical events, people and changes of the period that is being studied.	Know and understand the historical events, people and changes of the period that is being studied.	Know, understand and recall the historical events, people and changes of the period that is being studied.	Describe, give reasons and results for the main events and changes for the period that is being studied.
		With help, understand how the achievements of famous people from the past have influenced lives.	Begin to understand how the achievements of famous people from the past have influenced lives.		Begin to give some reasons for the main events and changes for the period that is being studied.	Give reasons for the main events and changes for the period that is being studied.	

Historical Interpretation & Enquiry - Historical Enquiry

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		Begin to understand some ways in which we find out about the past.	Understand ways in which we can find out about the past.	Begin to pick out different ways that the past is shown.	Pick out and understand different ways that the past is shown.	Pick out and understand different ways that the past is shown and suggest reasons for this.	Show how features of the past have been retold and interpreted in different ways.
		Begin to find answers to simple questions about the past by using stories and other sources.	Find answers to simple questions about the past by using stories and other sources.	Begin to devise historically valid questions.	Devise historically valid questions.	Begin to show how features of the past have been retold and interpreted in different ways.	Understand how evidence is used to make historical claims.
			Begin to ask questions to find out about things from the past	Begin to use sources of information in different ways to help answer questions about the past.	Use sources of information in ways that go beyond simple observations to help answer questions about the past.	Begin to understand how evidence is used to make historical claims.	Begin to evaluate which sources of evidence are reliable and most useful for particular tasks.

Organisation & Communication - Making connections

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
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				Begin to pick out and put together information for the period that is being studied.	Pick out and put together information for the period that is being studied.	Pick out and put together information from a range of sources for the period that is being studied.	Evaluate, pick out and put together information from a range of sources for the period that is being studied..
				Begin to construct simple informed responses.	Construct simple informed responses.	Construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.	Begin to produce structured narrative and analyses using important dates and historical terms.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<p>Toys past and present – changes within living memory Intrepid explorers – lives of significant people, Christopher Columbus / Neil Armstrong. Castles – significant individuals, significant historical events, people and places in locality.</p>	<p>Great fire of London – events beyond living memory that are significant national. Florence Nightingale - lives of significant people. Seaside holidays of the past – changes within living memory.</p>	<p>Prehistoric Britain – changes in Britain from the Stone Age to the Iron Age. Ancient Egypt – achievements of early civilisations. Invaders and Settlers – Roman empire and its impact on Britain.</p>	<p>Mayans Anglo Saxons, Picts and Scots Victorian Britain</p>	<p>Ancient Greeks Vikings and Anglo Saxons WW2</p>	<p>Changes since in 1948. Crime and Punishment Local study – Tudors and Richard III</p>
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Past, present, decade, century, order, new, oldest, newest, modern, recent, time periods, invented, old, middle ages, medieval, parents,	Past, present, decade, century, order, new, oldest, newest, modern, recent, time periods, time line, started, ended, before, after, Samuel	Past, present, decade, century, order, new, oldest, newest, ancient, modern, recent, time periods, time line, started, ended, before, after,	Chronologically, past, present, decade, century, order, new, oldest, newest, ancient, modern, recent, time periods, time line, started,	Past, present, decade, century, order, new, oldest, newest, ancient, modern, recent, time periods, time line, started, ended, before, after,	Past, present, decade, century, order, new, oldest, newest, ancient, modern, recent, time periods,

		<p>grandparents, voyage, discovery, explorers, achievements, castle, Norman, conquest, Bayeux Tapestry, Battle of Hastings, invaded, William, Harold, moat, bailey, keep, drawbridge, siege, knight, feudal system, taxes, peasants, revolt,</p>	<p>Pepys, sources, eye witness, events, traditional, ambition, rich, poor, Victorian, hospital, medical, comparison, changes, similarities, differences, retell, passing of time, seaside, photograph, popular, era, steam train, ago, Edwardian period, beach, Punch, Judy, changes, ages.</p>	<p>Stone Age, Bronze Age, Iron Age, prehistoric, timeline, archaeologists, Palaeolithic period, early man, homosapians, Mesolithic Period, Star Carr, houses, climate, Ice Age, ice sheet, Doggerland, Neolithic Period, Stonehenge, community, settlements, Roman, Greek, accounts, technology, Tutankhamen, artefacts, Howard Carter, sarcophagus, death mask, historical discovery, mummification, Rosetta stone, hieroglyphics, generations, society, pyramids, tombs, burial sites, beliefs, gods, goddesses, civilisation, Roman, empire, impact, invade, conquer, invasion, Celts, Boudica, revolt, represented, rule, emperor.</p>	<p>ended, before, after, Mayan, Spanish Conquistadors, Mesoamerica, temple, ruins, civilisation, archaeologist, archaeological, city states, society, kings, nobles, slaves, farmers. Sutton Hoo, excavate, invade, settle, timeline, cultures, sources, Pagan, Victorian, changes, 19th century, modern, reform.</p>	<p>civilisation, AD, BC, democracy, city state, hoplite, primary, secondary sources, citizens, legacy, kings, invasion, kingdom, dark age, reign, chronological, historical figures, axis powers, allied forces, blitz, Nazi, evacuation, air raid, d-day, VE day, Battle of Britain, artefacts.</p>	<p>time line, started, ended, before, after, decades, chronology, primary, secondary sources, technology, popular culture, Swinging Sixties, winter of discontent, , judge, jury, lawyer, pillory, Roman judicial system, tablet, weregild, Roman, Anglo Saxon, Viking Tudor, Medieval, theft, heresy, treason, forest law, early modern period, parliament, punishment, bloody code, industrialisation, 20th 21st century, war of the roses, Tudor, Plantagenet, Lancaster, Bosworth, battle, dynasty, house of York, middle ages, excavation, archaeological.</p>
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MFL – French

For specific vocabulary, see teaching unit folders or teacher unit notes (located in Apps, MFL on the server)

Speaking and Listening

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
				Listening to spoken language and show some understanding by joining in.	Listening to spoken language and show some understanding by joining in and responding.	Speak in sentences using familiar vocabulary and phrases using a given structure. Pronounce most familiar words correctly so that others understand me.	Speak in sentences using familiar vocabulary, phrases and basic language structures. Pronounce familiar words confidently to a range of audiences.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
				Joining in with simple songs and rhymes. Asking and answering simple questions as modelled by the teacher.	Confidently join in with songs and rhymes, showing understanding of the meaning of most of the words. Engage in a simple conversation with a partner using a given structure	Understand a range of simple stories, songs, poems and rhymes. Engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure	Understand a wider range of stories, songs, poems and rhymes. Engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions Ask questions to extend their

							knowledge of language.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
				Moi (All about me) Jeux et chansons (Games and songs) On fait la fête (Celebrations) Portraits (Portraits) Les quatre amis (The four friends) Ça pousse! (Growing things)	On y va! (All aboard!) L'argent de poche (Pocket money) Raconte-moi une histoire! (Tell me a story!) Vive le sport! (Our sporting lives) Le carnaval des animaux (The carnival of animals) Quel temps fait-il? (What's the weather like?)	Bonne appétit, bonne santé! (Healthy eating) Je suis le musicien (I am the music man) En route pour l'école (On the way to school) Scène de plage (Beach scene) Le retour du printemps (The return of spring) Les planètes (The planets)	Notre école (Our school) Notre monde (The world around us) Le passé et le présent (Then and now) Ici et là (Here and there) Monter un café (Setting up a café) Quoi de neuf? (What's in the news?)

Reading

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
				Read and understand some simple words and phrases.	Read simple words and phrases independently, showing understanding and can use a simple picture dictionary.	Read simple writing, showing understanding, including using a dictionary when prompted.	Developing my ability to understand some new words that are introduced into familiar written material.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
				Make simple links between English and another language.	Starting to notice similarities and differences between English and another language.	Explain some of the similarities and differences between English and another language.	Use a dictionary independently. Beginning to understand some similarities and differences

							between high frequency verb forms in English and another language. Ask questions to extend their knowledge of language.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
				Moi (All about me) Jeux et chansons (Games and songs) On fait la fête (Celebrations) Portraits (Portraits) Les quatre amis (The four friends) Ça pousse! (Growing things)	On y va! (All aboard!) L'argent de poche (Pocket money) Raconte-moi une histoire! (Tell me a story!) Vive le sport! (Our sporting lives) Le carnaval des animaux (The carnival of animals) Quel temps fait-il? (What's the weather like?)	Bonne appétit, bonne santé! (Healthy eating) Je suis le musicien (I am the music man) En route pour l'école (On the way to school) Scène de plage (Beach scene) Le retour du printemps (The return of spring) Les planètes (The planets)	Notre école (Our school) Notre monde (The world around us) Le passé et le présent (Then and now) Ici et là (Here and there) Monter un café (Setting up a café) Quoi de neuf? (What's in the news?)
Writing							
Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
				Copy some simple words and phrases with some accuracy.	Write some simple words and phrases using a model.	Write simple phrases from memory and adapt these to create new sentences.	Write phrases from memory and adapt these with help to create new sentences, to express ideas clearly.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
				Start to understand feminine,	Use feminine, masculine and plural forms	Apply knowledge of feminine, masculine and plural	Use the basic grammar related to

				masculine and plural forms.		form. Begin to understand basic grammar.	feminine and masculine forms. Start to understand some high frequency verb forms and use them in a given model. Ask questions to extend their knowledge of language.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
				Moi (All about me) Jeux et chansons (Games and songs) On fait la fête (Celebrations) Portraits (Portraits) Les quatre amis (The four friends) Ça pousse! (Growing things)	On y va! (All aboard!) L'argent de poche (Pocket money) Raconte-moi une histoire! (Tell me a story!) Vive le sport! (Our sporting lives) Le carnaval des animaux (The carnival of animals) Quel temps fait-il? (What's the weather like?)	Bonne appétit, bonne santé! (Healthy eating) Je suis le musicien (I am the music man) En route pour l'école (On the way to school) Scène de plage (Beach scene) Le retour du printemps (The return of spring) Les planètes (The planets)	Notre école (Our school) Notre monde (The world around us) Le passé et le présent (Then and now) Ici et là (Here and there) Monter un café (Setting up a café) Quoi de neuf? (What's in the news?)

Music

KS1: Use their voices expressively and creatively by singing songs and speaking chants and rhymes KS1

KS2: play and perform in solo and ensemble contexts, using their voices

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Children can follow along with known songs	Children can perform and use given actions known songs	Sing songs, speak chants and say rhymes	Use voice expressively and creatively to sing songs, speak chants and say rhymes	Perform ensemble songs in groups with the rest of KS2	Play and perform music using their own voices in ensembles with the rest of KS2	Play and perform using their voices and instruments in solo and ensemble contexts with the rest of KS2	Play and perform using their voices and instruments in solo and ensemble contexts with the rest of KS2 and as part of a Y6 end of year production
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Begin to know the words to familiar	Know the words to familiar songs	Improve their knowledge of traditional rhymes Become familiar with simple musical instruments	Improve their knowledge of classical music Improve their knowledge of traditional tales and how they can be linked to music	Improve their knowledge of working in groups to produce a finished piece of music	Improve their knowledge of working in groups and how their own voice can affect the performance of others	Improve their knowledge of working in groups and how their own voice and the instruments they use can affect the performance of others	Improve knowledge of how to create a production and use their voices and instruments to create a polished performance
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Words of familiar songs	Words of familiar songs	Clap Rhythm Percussion Rhyme	Y1 plus... Naming relevant instruments Classical composers See also: BBC Schools Radio programmes for Y2 in SOW	Rhythm Tempo See also SOW	Rhythm Tempo Pitch See also SOW	Rhythm Tempo Pitch Timbre See also SOW	Rhythm Pitch Dynamics Tempo Timbre See also SOW

KS1: play tuned and untuned instruments musically

KS2: use and understand staff and other musical notations and playing musical instruments with increasing accuracy, fluency, control and expression

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
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Children experiment with musical instruments	Children can use musical instruments in their play	Play untuned instruments Use musical instruments to create rhythm	Play tuned and untuned instruments experimenting in particular with recorders and glockenspiels Experiment with graphical notation	Play musical instruments (Boomwhackers) following simple graphical notation with support	Play musical instruments (Boomwhackers) following more complex graphical notation with lessening support	Play musical instruments (Recorder) following simple staff notation with support	Play musical instruments (Recorder) following more complex staff notation with lessening support
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Know that musical instruments can be used to make noise	Know that musical instruments make different noises and can be used to keep to a beat	Improve knowledge of the names of untuned musical instruments and how to use them	Further improve knowledge of tuned and untuned musical instruments, their names and how to use them Become familiar with the use of graphical notation	Improve knowledge of simple graphical notation Improve knowledge of how to play simple tunes on a Boomwhacker	Improve knowledge of more complex graphical notation Improve knowledge of how to play more complex tunes on a Boomwhacker Understand how your performance can affect others	Improve knowledge of musical notation focussing on the use of staff notation Improve knowledge of how to play simple tunes on a recorder	Improve knowledge of musical notation focussing on the use of staff notation Improve knowledge of how to play more complex tunes on a recorder Understand how your performance can affect others
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Loud Quiet	Names of some simple instruments Loud Quiet	Names of percussion instruments Low High	Name of tuned and untuned instruments Rest Note Low High	Pitch Rest Half note Rhythm Low High	Pitch Rest Half note Rhythm Low High	Crotchet Quaver Minims Semi Breves Scale	Crotchet Quaver Minims Semi Breves Ostinato Pentatonic scale Coda

KS1: listen with concentration and understanding to a range of high-quality live and recorded music

KS2: listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
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Children listen to music with increasing concentration	Children listen to music with increasing concentration	Listen with concentration to a range of high quality music	Listen with concentration and understanding to a range of high quality music	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide variety of music drawn from around the world	Listen with attention to detail and recall sounds with increasing aural memory comparing and contrasting them Appreciate and understand a wide variety of music drawn from around Europe commenting on how it is the same/different to music from around the world	Listen with attention to detail and recall sounds with increasing aural memory comparing and contrasting them Appreciate and understand a wide variety of music drawn from South America commenting on and comparing to music from around Europe.	Listen with attention to detail and recall sounds with increasing aural memory comparing and contrasting them Appreciate and understand a wide variety of music drawn North America commenting on, comparing and contrasting to the music of South America
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Begin to develop preferences for sounds they hear	Know that there are different types of songs and begin to have favourites	Improve knowledge of a wide variety of songs from different cultures	Improve knowledge of songs and music from different cultures building on those heard in Y1 Begin to understand that music from different cultures may sound different	Improve knowledge of music across a wide variety of different cultures from around the world Introduce the idea that music around the world sounds different.	Improve knowledge of music from around Europe building on Y3 knowledge of music around the world	Improve knowledge of music from South America building on past units.	Improve knowledge of music from North America building on past units
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Like Dislike	Favourite Like Dislike	See BBC Schools Radio programmes for Y1 in SOW	See BBC Schools Radio programmes for Y1 in SOW	Composers Lyrics Melody Rhythm Structure	Composers Lyrics Melody Rhythm Structure Phrase Pitch Tempo	Composers Lyrics Melody Rhythm Structure Duration Dynamics Harmony Phrase Pitch Pulse	Composers Lyrics Melody Rhythm Structure Coda Duration Dynamics Harmony Phrase Pitch

						Tempo Timbre Unison	Pulse Sustain Tempo Texture Timbre Time signature Unison
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KS1: Experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2: improvise and compose music for a range of purposes using the inter-related dimensions of music

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Children can follow a given rhythm	Children can follow a given rhythm and make up their own	Select and combine sounds	Experiment with, create, select and combine sounds using inter related dimensions of music	Improvise and compose music for a range of purposes Develop ability to talk about on their own work and work of others	Improvise and compose music for a range of purposes using a variety of instruments Improve ability to comment on their own work and work of others	Use technology (Incredibox) to improvise and compose music for a range of purpose using the interrelated dimensions of music Improve ability to comment on and compare their own work and work of others	Use technology (Garage Band) to improvise and compose music for a range of purposes using the interrelated dimension of music Improve ability to comment on, compare and contrast their own work and work of others
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Know that different sounds can be made by striking objects at different speeds	Know that sounds can be made by striking objects at different speeds and that these create a rhythm that can be repeated	Improve knowledge of the names and uses of untuned musical instruments Improve ability to distinguish sounds in different contexts	Improve knowledge of the names and uses of tuned and untuned musical instruments Improve ability to talk about different styles of music	Consolidate knowledge of use of musical instruments and styles learnt throughout the year including simple graphical notation and Boomwhackers	Consolidate knowledge of use of musical instruments and styles learnt throughout the year including more complex graphical notation and Boomwhackers	Consolidate knowledge of use of musical instruments and styles learnt throughout the year including simple staff notation and recorders Improve knowledge of use of Incredibox and how this	Consolidate knowledge of use of musical instruments and styles learnt throughout the year including more complex staff notation and recorders

						technology can improve/alter musical compositions	Improve knowledge of Garage Band and how this technology can improve/alter musical compositions
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Fast Slow	Fast Slow Repeat	Rehearse Improvise	Rehearse Improvise Rhythm	Rehearse Improvise Lyrics Rhythm Structure Unison	Rehearse Duration Improvise Lyrics Rhythm Structure Unison	Rehearse Duration Harmony Improvise Melody Lyrics Rhythm Structure Unison	Rehearse Duration Harmony Improvise Melody Lyrics Ostinato Rhythm Structure Texture Unison

KS1/2: develop an understanding of the history of music from great composers, eras and musicians.

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Children begin to know the words to some of their favourite songs	Children can perform known songs	Listen to music from different periods of history	Talk about music from different periods of history	Appreciate music from different composers and musicians and also different historical periods	Appreciate and comment on music from different composers and musicians and also different historical periods	Appreciate comment on and compare music from different composers and musicians and also different historical periods	Appreciate, comment on, compare and contrast music from different composers and musicians and also different historical periods
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Know some of the words to their favourite songs	Know the words to familiar songs	Introduce the concept that different historical periods have produced different types and styles of music	Improve general knowledge of the history of music from Henry VIII to John Logie Baird	Develop knowledge of musical era 1600-1750 (Baroque) Develop knowledge of music during Roman period of history	Develop knowledge of musical era 1750-1820 (Classical) Develop knowledge of music during Anglo Saxon period of history	Develop knowledge of musical era 1820-1900 (Romantic) Develop knowledge of music from WW2	Develop knowledge of musical era 1900 – present day Develop knowledge of music after 1948

Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Favourite songs	Known songs	Lyrics Melody Rhythm	Composers Lyrics Rhythm Melody	Baroque Vivaldi Handel Bach Composers Lyrics Melody Rhythm Structure	Classical Mozart Beethoven Composers Lyrics Melody Rhythm Structure Phrase Pitch Tempo	Romantic Tchaikovsky Chopin Clara Schuman Composers Lyrics Melody Rhythm Structure Duration Dynamics Harmony Phrase Pitch Pulse Tempo Timbre Unison	Modern Holtz Beatles Edith Piaf Kasabian Composers Lyrics Melody Rhythm Structure Coda Duration Dynamics Harmony Phrase Pitch Pulse Sustain Tempo Texture Timbre Time signature Unison

Physical Education

Core Skills: swimming

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	non swimmer/ beginner skills	improver skills	Advanced skills	
assessment of key skills of being able to: <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <ul style="list-style-type: none"> perform safe self-rescue in different water-based situations. 						descend using steps swivel entry wash face wash hair blow bubbles regain feet star float jumping in safe exit push and glide tread water mushroom float	Front Crawl Back Crawl Breast stroke Butterfly tread water	Front Crawl Back Crawl Breast stroke Butterfly tread water HELP position Swim in clothing
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
					safe exit and entry body positions for above	Body position and movement of above strokes	Body position and movement of above strokes	
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	
					swivel entry front and back paddle breathing practices	front crawl back stroke breast stroke butterfly tread water body parts	front crawl back stroke breast stroke butterfly tread water body parts	

Games and Athletics (including running, jumping, throwing and catching)

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
National Curriculum objectives		<ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and 			<ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in <u>different ways</u> and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 		

against others) and co-operative physical activities, in a range of increasingly challenging situations.

- Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Pupils should participate in team games, developing simple tactics for attacking and defending.

- Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ACQUIRE & DEVELOP
I can stop a ball with basic control.
I can use basic underarm, rolling and hitting skills.

I can run at different speeds, jump from a standing position and throw an object with one hand.

SELECT & APPLY
I can send a ball in the direction of another person.
I can choose different ways of hitting, throwing, striking or kicking the ball.

I start to decide when to sprint.

ACQUIRE & DEVELOP
I can stop/catch a ball with control.
I can perform basic skills of rolling, striking and kicking with more confidence.

I can change speed & direction whilst running.
I can jump accurately from a standing position.
I can throw a variety of objects with one hand.

SELECT & APPLY
I can pass a ball to someone else well.
I can take part in opposed conditioned games.(Simple versions of games)
I can explore different ways of throwing at targets.

ACQUIRE & DEVELOP
I can control and catch a ball with movement.
I can throw and catch with control to keep possession.
I can use a small range of basic racket skills.

I can run at a speed appropriate to the distance I am running.
I can take a running jump.

SELECT & APPLY
I can play effectively with increasing speed and precision, as members of small teams.
I can select the best jump for the task.

ACQUIRE & DEVELOP
I can use a wide range of throwing, catching and hitting skills, on both sides of my body.
I am trying to change the pace, length and direction of my throws and shots, to outwit my opponent.
I am beginning to improve and sustain my running technique at different speeds.
I can jump confidently in different ways.

SELECT & APPLY
I can choose and use a range of simple tactics for sending the ball in different ways to make it difficult for my opponent.
I can keep possession with

ACQUIRE & DEVELOP
I am using a wide range of throwing and catching techniques well.
I am varying the pace, length and direction of my throws.

I can sustain a good running technique at different speeds.
I can demonstrate some accuracy & technique in a range of throwing & jumping actions.

SELECT & APPLY
I can select the appropriate sending and receiving technique during a game.
I find ways of attacking successfully.
I am selecting the techniques taught

ACQUIRE & DEVELOP
I am using a wide range of throwing and catching techniques fluently.
I am varying the pace, length and direction of my throws and shots, to outwit my opponent.
I can shoot, pass and dribble with some accuracy in most sports.
I can control movement with a ball in opposed situation whilst moving.
I can demonstrate good control, strength, speed & stamina in a variety of

		<p><u>EVALUATE & IMPROVE</u> I can describe my part in sending and receiving. I can explain why I throw, hit and kick a ball in a variety of ways, depending on the needs of the game.</p>	<p>I can select the best pace to run.</p> <p><u>EVALUATE & IMPROVE</u> I can explain differences between my own and others' performances. I begin to understand why I run at different paces. I can pick the best way to throw an object.</p>	<p>I know when to sprint, jog and walk during races and games. <u>EVALUATE & IMPROVE</u> I can see how my performance is similar and different from others' work and use this understanding to improve my own performance. I can explain how well others are jumping, throwing and running.</p>	<p>some success when using equipment. I can link a series of jumps together.</p> <p><u>EVALUATE & IMPROVE</u> I can talk about what I do well and recognise things that I could do better. With help, I can identify & explain good athletic performance.</p>	<p>in lessons and using them in race/competition style activities.</p> <p><u>EVALUATE & IMPROVE</u> I can explain ways of keeping possession of the ball as a team. I understand that there is a need to defend as well as attack and use this in my performances. I can identify & explain good athletic performance.</p>	<p>athletic events <u>SELECT & APPLY</u> I select different types of shots/passes increasingly well in the games I play. I make the correct decisions when attacking or defending in a variety of games. I can combine accurate passing skills / techniques in game.</p> <p><u>EVALUATE & IMPROVE</u> I can advise and help others in their techniques and skills in game situations. I can watch others' performances and spot weaknesses and strengths.</p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<p><u>K&U OF FITNESS & HEALTH</u> I can safely perform teacher led warm-</p>	<p><u>K&U OF FITNESS & HEALTH</u> I understand about exercising, safety &</p>	<p><u>K&U OF FITNESS & HEALTH</u> I can explain why it is important to</p>	<p><u>K&U OF FITNESS & HEALTH</u> I understand why my heart beats</p>	<p><u>K&U OF FITNESS & HEALTH</u> I understand the similarities between</p>	<p><u>K&U OF FITNESS & HEALTH</u></p>

		ups & can describe & discuss others work.	short term effects of exercise.	warm up and cool down. I am beginning to understand basic rules of games and follow them fairly.	faster when I exercise. I understand that my body gets tired during exercise.	invasion games, even though they use different sending, receiving and 'travelling with' techniques. I can recognise that games make me use my muscles.	I can explain how different types of exercise contribute to my fitness and health. I can describe how I might get involved in other types of activities
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Fundamental movement skills		jump catch chest pass kick overarm throw underarm throw Also refer to individual lesson plans for Val Sabin SOW		jump for distance jump for height catch chest pass foot dribble hand dribble kick overarm throw underarm throw Also refer to individual lesson plans for Val Sabin SOW		punt two handed strike jump for distance jump for height catch chest pass foot dribble hand dribble kick overarm throw underarm throw Also refer to individual lesson plans for Val Sabin SOW	
Competition specific sports based on 18-19 competition calendar				A1 Cross country A2 Dodgeball Spr 1 hockey Spr 2 TAG rugby Sum 1 Tennis Sum Athletics	A1 Cross country A2 Dodgeball Spr 1 hockey Spr 2 TAG rugby Sum 1 Tennis Sum Athletics	A1 Cross country A2 Dodgeball Aut basketball Spr 1 hockey Spr 2 TAG rugby Sum 1 Tennis Sum Athletics	A1 Cross country A2 Dodgeball Aut basketball Spr 1 hockey Spr 2 TAG rugby Sum 1 Tennis

Gym and Dance

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
National Curriculum objectives		<ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as <u>developing balance, agility and co-ordination</u>, and begin to apply these in a range of activities Pupils should perform dances using simple movement patterns. 		<ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to <u>link them to make actions and sequences of movement</u>. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
		<p><u>ACQUIRE & DEVELOP</u> I can copy & explore basic body patterns & movements.</p> <p>I can copy & explore basic actions with some control & co-ordination.</p> <p><u>SELECT & APPLY</u> I can remember simple dance steps & perform in a controlled manner.</p> <p>I have begun to choose & link basic actions, and I can recognise & use</p>	<p><u>ACQUIRE & DEVELOP</u> I can perform with control & co-ordination.</p> <p>I can copy, remember, explore & repeat simple actions varying speed & levels.</p> <p><u>SELECT & APPLY</u> I can respond imaginatively to a variety of stimuli.</p> <p>I am beginning to select simple actions to construct</p>	<p><u>ACQUIRE & DEVELOP</u> I can improvise on my own & with a partner.</p> <p>I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination.</p> <p><u>SELECT & APPLY</u> I can translate ideas from a variety of stimuli into movement. I can apply compositional ideas to sequences alone & with others.</p>	<p><u>ACQUIRE & DEVELOP</u> I am beginning to demonstrate some precision, control & fluency in response to stimuli.</p> <p>I am starting to link ideas, skills & techniques with control, precision & fluency when performing basic skills.</p> <p><u>SELECT & APPLY</u> I am learning different dynamics & am developing actions with a partner or as part of a group.</p> <p>I am learning composition by performing simple sequences.</p>	<p><u>ACQUIRE & DEVELOP</u> I demonstrate precision, control & fluency in response to stimuli.</p> <p>I can link ideas, skills & techniques with control, precision & fluency when performing basic skills.</p> <p><u>SELECT & APPLY</u> I can vary dynamics & develop actions with a partner or as part of a group.</p> <p>I understand composition by performing more complex sequences on the apparatus.</p>	<p><u>ACQUIRE & DEVELOP</u> I can perform & create motifs in a variety of dance styles with accuracy & consistency.</p> <p>I can perform & create movement sequences with some complex skills & displaying accuracy & consistency.</p> <p><u>SELECT & APPLY</u> I can select and use a wide range of compositiona l skills to</p>

		<p>space appropriately.</p> <p><u>EVALUATE & IMPROVE</u> I can choose actions & link them with sounds & music.</p> <p>I can watch & discuss my own work & that of my peers.</p>	<p>basic sequences when travelling.</p> <p><u>EVALUATE & IMPROVE</u> I can vary dynamics, levels, speed & direction.</p> <p>I can identify the difference between my performance & that of others.</p>	<p><u>EVALUATE & IMPROVE</u> I can compare, develop & adapt movement & motifs to create longer dances.</p> <p>I can describe my own & others work noting similarities & differences. I am able to make suggestions for improvements.</p>	<p><u>EVALUATE & IMPROVE</u> I can use dance vocabulary to compare & improve my work.</p> <p>I can describe how to improve my own performances.</p>	<p><u>EVALUATE & IMPROVE</u> I continually demonstrate rhythm & spatial awareness.</p> <p>I can confidently describe how to refine, improve & modify my own performances and that of my peers.</p>	<p>demonstrate ideas in dance.</p> <p>I can perform & create movement sequences with some complex skills & displaying accuracy & consistency. <u>EVALUATE & IMPROVE</u> I can suggest ways to improve quality of performance showing sound knowledge & understanding.</p> <p>I can analyse fairly complex skills & can suggest ways to improve quality of performance showing sound knowledge & understanding.</p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<p><u>K&U OF FITNESS & HEALTH</u> I can safely perform teacher led warm-ups & can describe & discuss others work.</p>	<p><u>K&U OF FITNESS & HEALTH</u> I can discuss my own & others performance with simple vocabulary. I understand the</p>	<p><u>K&U OF FITNESS & HEALTH</u> I understand working safely, I recognise changes in my body and can give reasons</p>	<p><u>K&U OF FITNESS & HEALTH</u> I can explain how to work safely in lessons and can give examples,</p>	<p><u>K&U OF FITNESS & HEALTH</u> I can demonstrate specific aspects of warm-up & describe effects of</p>	<p><u>K&U OF FITNESS & HEALTH</u> I am able to take the lead in my own warm up &</p>

		I am aware of others around me.	need for warm up & cool down. I understand is happening to my body during exercise.	why PE is good for health.	I recognise changes in my body and I can give reasons why PE is good for my health.	exercise on the body.	demonstrates all round safe practice. I can describe how different types of exercise contribute to my health and fitness.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary

Fundamental movement skills	balance climb forward roll line walk continuous leap gallop hop Side gallop skip	balance climb forward roll line walk continuous leap gallop hop Side gallop skip
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Outdoor and Adventurous Activity

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
				<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team. 			
Activities to include... orienteering Unit 1,2 and 3 first few lessons - PROGRESSION L5 Unit 1 Shape control L6 Unit 1 Newspaper game L7 Unit 1 Move It! L8 unit 1 All aboard L9 Unit 1 Crossing the swamp L11 Unit 1 trails L7 unit 2 paper mountain L8 unit 2 blindfold trust L10 Unit 2 Load up L7 Unit 3 load up PROGRESSION L8 Unit 3 blindfold trust PROGRESSION							f

L 9 Unit 3 shuffle pack L10 Unit 3 Post it							
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary

PHSCE

Health and Well-being

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		<p>I can wash my hands effectively</p> <p>I can keep safe around household items</p> <p>I can say what I am good at</p>	<p>I can notice different feelings</p> <p>I can set goals</p> <p>I can be more independent</p> <p>I can correctly name the body parts, including external genitalia.</p> <p>I can ask for help if I am worried</p>	<p>I can make good food choices</p> <p>I can describe my feelings</p> <p>I can begin to manage my feelings</p> <p>I can give basic emergency first aid</p>	<p>I can make choices for a balanced lifestyle</p> <p>I can stay clean and hygienic</p> <p>I can manage my feelings</p> <p>I can recognise the changes that happen at puberty (including feelings)</p> <p>I can keep safe online</p>	<p>How to make well informed choices</p> <p>I can manage complex feelings</p> <p>I can cope with change and transition</p> <p>I can manage my personal safety in my local environment</p> <p>I can keep my mobile phone secure</p>	<p>How to recognise the difference between media images and real life</p> <p>I can recognise what I'm good at</p> <p>I can be increasingly independent</p> <p>I can keep safe</p> <p>I can resist pressure from my peers/media</p> <p>I can get help/advice if I need it</p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<p>To learn what constitutes and how to maintain a healthy lifestyle.</p> <p>To learn the importance of personal hygiene.</p> <p>To learn that some diseases are spread and can be controlled</p> <p>To think about themselves and to</p>	<p>To learn how to make informed choices</p> <p>To know that choices have consequences</p> <p>To learn about good and not so good feelings.</p> <p>To learn strategies for managing behaviour</p>	<p>To learn what is meant by the term 'habit' and why habits can be hard to change</p> <p>To learn about the benefits of a balanced diet</p> <p>To learn what might influence their food choices</p> <p>To learn to celebrate their achievements</p> <p>To learn to set high aspirations and goals</p>	<p>To know how to make choices in relation to physical and mental health</p> <p>To know what makes a 'balanced lifestyle'</p> <p>To know about a wider range of feelings, both good and not so good</p> <p>To know that people can experience conflicting feelings at the same time</p>	<p>To know what positively and negatively affects their physical and mental health</p> <p>To learn about different influences on food and diet</p> <p>To learn to reflect on and celebrate their achievements</p> <p>To learn that they may experience</p>	<p>To learn that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>To learn that some commonly available substances and drugs can</p>

		<p>learn from their experiences</p> <p>To understand about change and loss</p> <p>To learn that household products and medicines can be harmful if not used properly</p> <p>To recognise the people who look after them</p>	<p>To learn about the process of growing from young to old</p> <p>To learn about growing and changing</p> <p>To learn the names for the main parts of the body including external genitalia</p> <p>To know the similarities and differences between boys and girls</p> <p>To learn rules and ways of keeping physically and emotionally safe (including ICT use/online safety, road safety and safety in the environment).</p> <p>To learn what is meant by 'privacy'; their right to keep things private and the importance of respecting others' privacy.</p>	<p>To learn in greater depth about their own good and not so good feelings.</p> <p>To learn an extended vocabulary to enable them to explain the range and intensity of their feelings to others</p> <p>To learn about the school rules for health and safety.</p> <p>To learn basic emergency aid</p> <p>To learn where and how to get help</p>	<p>To know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>To know how the spread of infection can be prevented</p> <p>To know how to keep safe in the local environment</p> <p>To develop strategies for how to keep physically and emotionally safe</p> <p>To recognise their achievements and set personal targets for the future</p> <p>To know about the changes that happen at puberty</p>	<p>conflicting emotions and when to listen and overcome these</p> <p>To learn strategies to keep safe online including what and what not to share</p> <p>How to manage requests for images of themselves</p> <p>To learn safe user habits – time limits, turning off at night</p>	<p>damage their health</p> <p>To learn about human reproduction</p> <p>To understand that their body will and their emotions may change as they go through puberty</p> <p>To differentiate between the terms 'danger', 'hazard' and 'risk'</p> <p>To learn that pressure to behave in certain ways can be unhealthy or risky</p> <p>To learn about taking care of their bodies</p> <p>To understand that they have a right to protect their bodies (including the fact that FGM is a crime)</p> <p>To develop skills and strategies to get support of</p>
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							they have fears for themselves or their peers
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Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
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		Health Behaviour Likes Dislikes Being active Choices Feelings Change Loss Germs Body parts Risk Privacy Bullying Medicines Safety	Wellbeing Healthy eating Physical activity Dental health Strengths Goals Discussion Opinion Similarities Differences Secrets Body parts Respecting privacy Online Divorce Bereavement	Balanced diet Hygiene Acceptable Unacceptable Achievements True-false Co-operating Resolving arguments Emergency Aid Healthy/unhealthy habits Physical changes Emotional changes Personal information Passwords Advice/support	Balanced lifestyle Wellbeing Balanced diet Influences Reality/fantasy Managing pressure Conflicting emotions Puberty Peer Pressure Bacteria/viruses Asking for help Drugs/alcohol/caffeine	Aspirations Target setting Human reproduction	Sexual intercourse FGM/Abuse Contraception
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Relationships

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
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		I can share my feelings I can talk about the special people in my life I can share my views	I can listen to others I can play co-operatively I can recognise teasing and bullying I can respect similarities and differences	I can recognise feelings in others I can respond to how others are feeling I can recognise appropriate and inappropriate touch.	I can recognise and manage dares I can recognise when to break a confidence I can solve a conflict amongst my peers	I can respond to the feelings of others I can work collaboratively I can negotiate and compromise	I can listen carefully to others I can raise concerns I can challenge ideas
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			I can recognise what is kind and unkind		I can share my point of view	I can give feedback	
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		<p>To know that everyone has feelings.</p> <p>To learn the difference between secrets and nice surprises</p> <p>To identify their special people and what makes them special</p> <p>To know that their opinions matters</p> <p>To know how to identify and respect similarities and differences</p>	<p>To learn that popper's bodies and feelings can be hurt</p> <p>To learn to listen to other people and play and work cooperatively.</p> <p>To learn to offer constructive support and feedback to others</p> <p>To learn that there are different types of teasing and bullying and that these are wrong.</p>	<p>To learn how to respond appropriately to a wider range of feelings in others</p> <p>To learn what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise the different types of relationships (families/relative/friends/acquaintances)</p> <p>To learn that their actions affect themselves and others</p> <p>To learn how to work collaboratively towards shared goals</p> <p>To learn the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p>	<p>To know about the concept of keeping something confidential or secret</p> <p>To know about when they should or should not agree to keeping a secret</p> <p>To recognise and manage dares.</p> <p>To learn how to respond to unacceptable physical contact</p> <p>To know about solving disputes and conflict amongst themselves and their peers</p> <p>To know about the difference between acceptable and unacceptable physical contact</p> <p>To be able to listen and respond respectfully to a wide range of people</p>	<p>To know how to respond appropriately to a wider range of feelings</p> <p>To work collaboratively towards shared goals</p> <p>To learn that their actions affect themselves and others</p> <p>To learn strategies to solve disputes and conflicts</p> <p>To give helpful feedback to others</p> <p>To be able to listen and respond respectfully to a wide range of people</p> <p>To feel confident to raise their own concerns</p> <p>To try to see and respect others' opinions</p>	<p>To understand the concept of 'keeping something secret', when we should and should not agree to this and when it is right to 'break a confidence'</p> <p>To recognise what constitutes a healthy relationship</p> <p>To recognise ways in which a relationship can be unhealthy</p> <p>To understand that marriage and civil partnerships are examples of stable loving relationships</p> <p>To know that marriage is a commitment entered into freely and that no one should</p>

					To learn to recognise and care about other peoples To learn to constructively challenge a point of view	To constructively challenge points of view	marry if they don't absolutely want to To know that forcing anyone to marry is a crime To judge what kind of physical contact is acceptable or unacceptable To learn about personal boundaries To recognise and challenge stereotypes
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Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
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		Feelings Behaviour Right/wrong Safety Secrets Sharing Touch Bullying Special people Hurt Families Friendships	Empathy Communicating Fair/unfair Resolving arguments Opinions Teasing Similarities/differences Comfortable Respect Consequences	Acceptable/unacceptable Cooperating Discussion Couples Personal safety Viewpoints Aggressive behaviour Identity Equality Compromise Disputes Conflict Dares	Positive relationships Consequences View Collaborative working Discrimination Negotiation Personal boundaries Confidentiality Shared goals Stereotypes Feedback	Physical contact Committed loving relationships Civil partnerships Marriage	Forced marriage
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Living in the Wider World							
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Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		I can think of some class rules	I can make choices with pocket money	I can discuss health and wellbeing issues	I can appreciate difference in the UK	I can begin to save and budget	I can recognise anti-

		I can look after my local environment	I can get help in an emergency	I can talk about responsibilities	and around the world I can be responsible for certain tasks	I can take some actions to help the sustainability of the environment	social behaviour I begin to recognise value for money
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		To learn how they can contribute to the life of the school and classroom To understand that there will never be another 'them' To learn ways in which we are all the same as everyone else To learn about what improves and what harms their local environment.	To learn how they can contribute to the life of the classroom and school To learn that people and other living things have rights and that everyone has responsibilities and protect those rights To learn that they belong to various groups and communities such as family and school To learn what improves and harms their local natural and built environments.	To learn how to research, discuss and debate topical issues To learn what being part of a community means. To learn about the varied institutions that support communities locally and nationally To learn that they have different kinds of responsibilities, rights and duties To learn what is meant by enterprise	To discuss and debate issues concerning health and wellbeing To appreciate difference and diversity (people living in the UK) To know about the values and customs of people around the world To know about the sustainability of the environment across the world To know about the role of money To know ways of managing money (budgeting and saving) To know about what is meant by 'interest' and 'loan'	To know how to research, discuss and debate topical issues, problems and events To learn why and how rules and laws that protect themselves and others are made and enforced To learn why different rules are needed in different situations To learn how to take part in making and changing rules To realise the consequences of anti-social behaviour To resolve differences by looking at alternatives To learn about the role money plays in their own and others' lives	To understand that there are basic human rights shared by all peoples To know that there are some cultural practices that are against British law (such as FGM) To explore and critique how the media present information To critically examine what is presented to them in social media To learn about the importance of what you forward to others To understand that resources can be allocated in different ways
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		Classroom rules Groups/roles Unique/special Special people	Rights Responsibilities Environment Spending /saving	Discussion Debate Rules and laws Bullying	Topical issues Human rights Children's rights	Enterprise Volunteers Pressure groups	FGM Economics Enterprise skills

		Help Police/Fire/ Ambulance (999)	Communities Emergency Services Recycle/Reuse	Rights/duties Environment Points of view Diversity Values Customs Social media	Anti-social behaviour Discrimination Budgeting Identity Debt/loans Sustainability Resources	Practices against human rights	
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Religious Education

Knowledge of World Religions

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Children are beginning to be aware of different cultures and beliefs and be sensitive towards them.	Children are aware of different cultures and beliefs and be sensitive towards them.	Identify and know that some things are a characteristic of more than one religion. Retell religious stories and identify some religious beliefs and teachings.	Suggest meanings in religious symbols, language and stories. Identify some religious practices and know that some are a characteristic of more than one religion.	Describe the importance of beliefs to the followers of a specific religion.	Describe and compare key aspects of stories and give meanings in different forms. Make some comparisons between religions.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions. Explain the meanings of some symbols, stories and language.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Children are beginning to know that people celebrate special times and events.	Children know that people celebrate special times and events.	Explore different events, ceremonies and festivals. Know that there are different religions and begin to name some of them.	Recognise Britain as a multi-cultural society. Know that there are different religions and begin to name the 6 main ones.	Know that there are 6 main religions and be able to name them.	Know the names of the 6 main religions and begin to recall some facts about some of them.	Know the names of the 6 main religions and recall some simple facts for them.	Know the names of the 6 main religions and recall facts about them.
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Celebrate Christmas, Easter, Eid, Divali Christian, Hindu, Sikh, Islam	Celebrate Cultures Believe Christmas, Easter, Eid, Divali Christian, Hindu, Sikh, Islam	See teaching unit planning for specific religion vocabulary.	See teaching unit planning for specific religion vocabulary	See teaching unit planning for specific religion vocabulary	See teaching unit planning for specific religion vocabulary	See teaching unit planning for specific religion vocabulary	See teaching unit planning for specific religion vocabulary

Understanding How Beliefs and Attitudes Influence Actions

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		Consider my own beliefs and values. Explore moral codes and key themes in religious	Realise that some 'I wonder' questions are difficult to answer.	Becoming familiar with what 'spiritual' means in the religions I study	Can articulate and reflect on my own beliefs and values.	Choose ways to express my beliefs though various artistic forms.	Understand that there may be more than one side to a moral argument

See teaching unit planning for specific religion vocabulary.

See teaching unit planning for specific religion vocabulary.

See teaching unit planning for specific religion vocabulary.

See teaching unit planning for specific religion vocabulary.

See teaching unit planning for specific religion vocabulary.

See teaching unit planning for specific religion vocabulary.

Science

Animals, including Humans

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		My Body/ Identifying animals	Growth and Survival	Health and Movement	Eating and Digestion	Changes and Reproduction	Healthy Bodies and the circulatory system
		<p>Ask and answer simple questions about animals in their habitat</p> <p>Use simple equipment (videos, photographs, drawings) to observe closely and compare and contrast animals at first hand</p> <p>Describe how they identify and group animals. E.g. according to what they eat?</p> <p>Use their senses to compare different textures, sounds and smells</p> <p>Gather and record information to help answer questions (photographs, drawings)</p>	<p>Ask simple questions about what I notice about growth and survival for humans and animals</p> <p>Recognise these questions can be answered in different ways</p> <p>Perform simple tests</p> <p>Identify and classify</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record accurate data to help in answer questions</p>	<p>Ask relevant questions and suggest different types of scientific enquiries to answer them</p> <p>Gather, record, classify and present data in a variety of ways to help answer questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. E.g. <i>Research different food groups and how they keep us healthy and design meals based on what they find out</i></p> <p>Identify differences and similarities by grouping animals with and without skeletons</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them. E.g. explore questions that help them to understand the special functions of the digestive system</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. E.g. <i>find out what damages teeth and how to look after them</i></p> <p>Identify differences, similarities or changes related to simple scientific ideas and</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. E.g. <i>record the length and mass of a baby as it grows.</i></p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions,</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. E.g. <i>answer questions to help them understand how the circulatory system enables the body to function.</i></p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and</p>

		<p>Identify & name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify & name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe & compare the structure of a variety of common animals</p> <p>Know how to take care of animals taken from their local environment</p> <p>Identify the main & finer parts of the human body and say which part is associated with each sense</p>	<p>Know that animals, including humans, have offspring which grows into adults.</p> <p>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>Identify that animals, including humans, need the right types and amount of nutrition from what they eat, cannot make their own food and 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>Know the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions</p>	<p>Name and 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>Understand food chains, identifying producers, predators and prey</p>	<p>Describe the changes as humans develop to old age</p> <p>Understand changes experienced in puberty.</p>	<p>Build on learning from years 3 and 4 to identify the main parts and internal organs of the human circulatory system</p> <p>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>
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Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		<p>Common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Learn the names of the main parts (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, wrist, chin, ankle, waist, shoulder, hips etc</p>	<p>Egg, chick, chicken</p> <p>Egg, caterpillar, pupa, butterfly, spawn, tadpole, frog</p> <p>Lamb, sheep</p> <p>Baby, toddler, child, teenager, adult</p>	<p>Nutrition, food groups, protein, dairy, starches, carbohydrates, fats and sugars, fruit and vegetables, energy, growth, balanced diet, food pyramid</p> <p>Skeleton, bones, vertebrates, backbone, invertebrates, brain, lungs, heart, spinal cord</p> <p>skeletal muscles, contract, relax, flexor, extensor, upper arms, forearms, biceps</p> <p>herbivore, carnivore, omnivore, predator, prey</p>	<p>carnivores, herbivores, omnivores</p> <p>food chain</p> <p>incisors, molars, canines, milk teeth, tooth decay, cavity</p> <p>digestive system and main body parts associated with digestive system (mouth, tongue, teeth, oesophagus, stomach, small and large intestine, acids</p>	<p>gestation period, pregnancy, sexual reproduction, fertilisation, cell division, embryo</p> <p>childhood, mammals, puberty, hormones, adulthood, sperm production, menstruation</p>	<p>Mortality rate, scurvy, carbohydrate, protein, fat, minerals, fibre, nutrients, circulatory system, heart, lungs, oxygen, carbon dioxide, bronchioles, mucus, bacteria, blood vessels, veins, arteries, capillaries, pulmonary artery, pulmonary veins, superior vena cava, valves, left and right</p>

ventricles, left and right atrium, aorta, pulse
 Build on knowledge from year 3 to name main muscles in the human body: trapezius, deltoids (delts), triceps, biceps, rectus abdominis (abs), latissimus dorsi (lats), gluteals (glutes), obliques, quadriceps (quads), gastrocnemius (calves), biceps femoris (hamstrings)
Scientist/doctor:
 James Lind, 1747

Plants

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		Identifying Plants	Growing Plants	How Plants Grow	Living in Environments	Life Cycles	Classifying Organisms
		ask simple questions and recognise that they can be answered	ask simple questions and recognise that	ask relevant questions and use different types of scientific		take measurements, using a range of scientific equipment,	

		<p>in different ways E.g. <i>about plants growing in their habitat</i></p> <p>Observe closely, using simple equipment (<i>magnifying glasses</i>), E.g. <i>observe the growth of flowers and plants they have planted</i></p> <p>Identify and classify E.g. <i>compare and contrast familiar plants; describing how they were able to identify and group them</i></p> <p>Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. E.g. <i>keep a record of how plants change over time. E.g. leaves falling off trees, buds opening</i></p>	<p>they can be answered in different ways observe closely and with some accuracy, using simple equipment E.g. <i>use local environment throughout the year to observe how different plants grow, the growth of a variety of plants as they change over time from seed or bulb, observe similar plants at different stages of growth</i></p> <p>perform simple tests E.g. <i>set up a comparative test to show that plants need light and water to stay healthy</i></p> <p>Identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions</p>	<p>enquiries to answer them E.g. <i>explore questions that focus on the role of the root and stem in nutrition and support, leaves for nutrition and flowers for reproduction</i></p> <p>set up simple practical enquiries, comparative and fair tests E.g. <i>compare the effect of different factors on plant growth (amount of light, fertiliser etc</i></p> <p>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identify differences, similarities or changes</p>		<p>with increasing accuracy and precision, taking repeat readings when appropriate</p> <ul style="list-style-type: none"> • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals 	
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				related to simple scientific ideas and processes <i>E.g. discover how seeds are formed by observing the different stages of plant life cycles over a period of time, look for patterns in the structure of fruits that relate to how the seeds are dispersed</i> use straightforward scientific evidence to answer questions or to support their findings			
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
		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	describe seeds and bulbs grow into mature plants know that plants need water, light and a suitable temperature to grow and stay healthy 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 know and explain differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including micro-habitats know that seeds and bulbs need water to	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 9the relationship between structure and function: every part has a job to do) identify 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 understand how water is transported within plants understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal introduction to how plants make their own food (do not need to			

			grow but most do not need light; seeds and bulbs have a store of food inside them	understand how this happens)			
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
		common names of flowers, deciduous, evergreen, leaf/leaves, flower, blossom, petal, fruit, roots, bulb, seed, trunk, branch, stem	seeds, bulbs, shoot, fruit, seed dispersal, germination,	Seed coat, mineral salts, transports, fertilisation, pollination, seed formation, stamen, stigma, nectar, pollen, photosynthesis			

Electricity

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
					Circuits and Conductors asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • using results to		Changing Circuits planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and

					<p>draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 		<p>other presentations</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Earth and Space							
Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills

						<p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary
Materials							
Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
		<p>Everyday Materials Distinguish between an object and the material from which it is made. observing closely, using simple equipment • performing simple tests • identifying and classifying</p>	<p>Exploring Everyday Materials asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their</p>			<p>Properties and Changes of Materials planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • reporting and presenting findings from enquiries, including conclusions,</p>	

		Name materials wood, plastic, glass, metal, water and rock Name properties hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent					
Forces							
Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
				asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and		Forces and action planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • explain that unsupported objects	

				<p>raise further questions</p> <ul style="list-style-type: none"> • using straightforward scientific evidence to answer questions or to support their findings • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing 		<p>fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary

Pre-School Skills	Reception Skills	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
				<p>setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using straightforward scientific evidence to answer questions or to support their findings • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way</p>		<p>Earth and space recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • recognise that light appears to travel in straight lines • 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 • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why</p>

				that the size of shadows change			shadows have the same shape as the objects that cast them
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary	Core Vocabulary