



Science						
Animals including humans	Living things and their habitats	Materials	Light	Electricity	Sound	Working scientifically
<p><b>Pupils should be taught to:</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Pupils should be taught to:</b></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p><b>States of matter</b> <b>Pupils should be taught to:</b></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Pupils should be taught to:</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>Pupils should be taught to:</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors</p>	<p><b>Pupils should be taught to:</b></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</li> </ul>



				and insulators, and associate metals with being good conductors.		<p>including thermometers and data loggers</p> <ul style="list-style-type: none"><li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• Using results to draw simple conclusions, make predictions for new values,</li></ul>
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						<p>suggest improvements and raise further questions</p> <ul style="list-style-type: none"> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
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Art and Design				
Drawing	Painting	Sculpture	Printing	Textile
<p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips.</p>	<p>To become proficient in painting techniques.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Use clay and other malleable materials and practise joining techniques.</p>	<p>Use more than one colour to layer in a print.</p> <p>Replicate patterns from observations.</p> <p>Make printing blocks.</p> <p>Make repeated patterns with precision.</p>	<p>Select appropriate materials, giving reasons.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p>



<p>Show an awareness of space when drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>	<p>Create different textures and effects with paint.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Start to develop a painting from a drawing.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Add materials to the sculpture to create detail.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
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Computing				
E-safety and E-sense	Programming	Handling Data	Multimedia	Technology in our lives
<ul style="list-style-type: none"> <li>I can talk about what makes a secure password and why they are important.</li> <li>I can talk about the ways to protect myself and my friends from harm online.</li> <li>I can use the safety features on websites as well as reporting concerns to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</li> <li>I can use an efficient procedure to simplify a program.</li> <li>I know that I need to keep testing my program while I am putting it together.</li> </ul>	<ul style="list-style-type: none"> <li>I can organise data in different ways.</li> <li>I can collect data and identify where it could be inaccurate.</li> <li>I can plan, create and search a database to answer questions.</li> <li>I can choose the best way to present data to my friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>I am confident to explore new media to extend what I can achieve.</li> <li>I can change the appearance of text to increase its effectiveness.</li> <li>I can create, modify and present documents for a particular purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you whether a resource I am using is on the internet, the school network or my own device.</li> <li>I can identify key words to use when searching safely on the World Wide Web.</li> <li>I think about the reliability of information I read on the World Wide Web.</li> </ul>



<ul style="list-style-type: none"> <li>I choose websites and games that are appropriate for my age.</li> <li>I can talk about why I need to ask a trusted adult before downloading anything from the internet.</li> <li>I know that anything I post online can be seen by others. I know how to behave positively and respectfully online.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of tools to create a program.</li> <li>I can recognise an error in a program and debug it.</li> <li>I can recognise that an algorithm will help me sequence more complex programs.</li> <li>I recognise that using algorithms will also help solve problems in other learning such as maths, science and design technology.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a data logger to record and share my readings with my friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a keyboard confidently and make use of a spellchecker to write and review my work.</li> <li>I can use an appropriate tool to share my work and collaborate online.</li> <li>I can give constructive feedback to my friends to help them improve their work and refine my own work.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you how to check who owns photos, text and clipart.</li> <li>I can create a hyperlink to a source on the World Wide Web.</li> </ul>
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Design and Technology				
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
<p>indicate the design features of their products that will appeal to intended users</p> <p>explain how particular parts of their products work</p> <p>model their ideas using prototypes and pattern pieces use annotated sketches,</p> <p>generate realistic ideas, focusing on the needs of the user</p>	<p>Select materials and components suitable for the task order the main stages of making</p> <p>Follow procedures for safety and hygiene</p> <p>Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy</p>	<p>Use their design criteria to evaluate their completed products</p> <p>Who designed and made the products</p> <p>Where products were designed and made</p> <p>When products were designed and made</p> <p>Whether products can be recycled or reused</p>	<p>That mechanical and electrical systems have an input, process and output</p> <p>The correct technical vocabulary for the projects they are undertaking</p> <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>How mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>How simple electrical circuits and components can be used to create functional products</li> </ul>	<p>That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Across Key stage 2: How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate</p>



				That to be active and healthy, food and drink are needed to provide energy for the body
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Geography			
Locational Knowledge	Place Knowledge	Human Physical Geography	Geographical Skills and Field Work
<p>4.1 To describe the key features of the polar regions and compare them to the UK</p> <p>4.2 To explain the position and significance of the prime meridian</p> <p>4.3 To explain the position and significance of time zones</p>	<p>4.4 To compare the features of a western European country landscapes with our own area</p> <p>4.5 To compare the climate of a western European country landscapes with our own area</p> <p>4.6 To compare the human geography of a western European country landscapes with our own area</p> <p>4.7 To present information on one area of a western European country</p>	<p>4.8 To explain renewable sources of electricity</p> <p>4.9 To explain what settlers need</p>	<p>4.10 To use maps, atlases ad digital medium to identify settlements built by invaders</p> <p>4.11 To use maps, atlases ad digital medium to identify links between settlements</p>

History			
Chronological Awareness	Knowledge and Understanding	Historical Context	Organisation and Communication
<p>Uses words and phrases such as decade, century, decade AD, BC, after, during, before</p> <p>Divides recent history into present, using 21<sup>st</sup> century, and the past 19<sup>th</sup> and 20<sup>th</sup> centuries</p>	<p>Show knowledge and understanding by describing features of past societies and periods</p> <p>Identify some ideas, beliefs, and attitudes of past cultures giving reasons for these differences</p>	<p>Understand the differences between primary and Secondary sources</p> <p>Give reasons why there maybe different accounts of history</p> <p>Ask questions</p>	<p>Present findings about the past speaking, writing, maths, (data handling) ICT, drama and drawing skills</p> <p>Uses dates and terms accurately</p> <p>Chooses most appropriate way to present information to an audience</p>



Names and places dates of significance events from the past on a timeline	Describe how some past events/people affect life today		Use subject specific words such as Monarch, settlement, invader
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Music			
Performing	Composing	Appraising	Charanga Topics
<ul style="list-style-type: none"> <li>To perform a simple part rhythmically</li> <li>To sing songs from memory with accurate pitch</li> <li>To improvise using repeated patterns</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils can use selected pitches simultaneously to produce simple harmony</li> </ul>	<ul style="list-style-type: none"> <li>To use notations to record and interpret sequences of pitches</li> <li>To use standard notation</li> <li>To use notations to record compositions in a small group or on their own</li> <li>To use their notation in a performance</li> </ul> <p><b>Challenge:</b></p> <p>Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales</p> <p>They can show how they can use dynamics to provide contrast</p>	<ul style="list-style-type: none"> <li>To explain the place of silence and say what effect it has</li> <li>To start to identify the character of a piece of music</li> <li>To describe and identify the different purposes of music</li> <li>To begin to identify with the style of work of</li> <li>Beethoven, Mozart and Elgar</li> </ul> <p><b>Challenge:</b></p> <p>Pupils can identify how a change in timbre can change</p>	<p>Term 1: Mama Mia</p> <p>Term 2: Glockenspiel part 2</p> <p>Term 3: Stop</p> <p>Term 4: Lean on me</p> <p>Term 5: Blackbird</p> <p>Term 6: Reflect, Rewind and Replay</p>

Physical Education				
Gymnastics	Dance	Athletics	Games	Health
Cartwheels and explosive movements in gymnastics	Character, formations, and freeze frame positions in dance	Baton passing, discus throw, javelin.	<p>Cricket wicket keeping, bowling</p> <p>Tackling, passing, and goal-side marking in football</p> <p>Circle running, 3-man weave, wave defence basics for handball</p>	



			<p>Hockey stick-handling skills, passing, and run pacing High five positions and one-to-one marking in netball</p> <p>Basics of tag rugby, including positions and scoring</p>	
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**MFL**

Listening	Speaking	Reading	Writing	Intellectual understanding
<p>Pupils will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> <li>• Basic phrases concerning myself, my family, my school, the weather.</li> </ul>	<p>Pupils will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> <li>• Saying where I live</li> <li>• Whether I have brothers and sisters</li> <li>• Whether I have a pet</li> <li>• When my birthday is</li> <li>• How old I am</li> <li>• Saying the date</li> </ul> <p><i>Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood.</i></p>	<p>Pupils will be able to: Understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> <li>• Simple phrases</li> <li>• Weather phrases</li> <li>• Simple description of objects</li> <li>• Someone writing about their pet</li> </ul>	<p>Pupils will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> <li>• Personal information</li> <li>• Where I live</li> <li>• How old I am</li> <li>• Holiday greetings by e-mail or on a postcard</li> </ul> <p><i>Begin to spell some commonly used words correctly.</i></p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences in my culture to that of another.</li> <li>• Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</li> <li>• Identify common elements in traditional</li> <li>• stories from other cultures</li> </ul>