



OAKFIELD PRIMARY SCHOOL

**Curriculum:
Yearly Overview
2024 - 2025**

Science

	The Human body	Everyday materials	Seasonal changes	Animals	Plants	Making connections (Investigating science through stories)
Year 1	<p>Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Children will work scientifically, using their senses to make observations, spot patterns and use data to answer questions.</p>	<p>Children will distinguish between an object and the material from which it is made.</p> <p>Children will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Children will describe the simple physical properties of a variety of everyday materials.</p> <p>Children will compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Children will work scientifically by planning tests, making observations and recording data.</p> <p>Children will use results to answer questions and sort and group materials based on their properties.</p>	<p>Children will observe changes across the four seasons.</p> <p>Children will observe and describe weather associated with the seasons and how day length varies.</p> <p>Children will plan and carry out their own weather reports.</p>	<p>Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Children will identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Children will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Children will consider the most effective way to collect data and record their findings in a block chart.</p>	<p>Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Children use investigative skills to record the growth of a plant over time.</p>	<p>Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Children will identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Children will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Children will distinguish between an object and the material from which it is made.</p> <p>Children will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>

						<p>Children will describe the simple physical properties of a variety of everyday materials.</p> <p>Children will gather and record data to answer questions.</p>
Year 2	Habitats	Life cycles and health	Uses of everyday materials	Microhabitats	Plant growth	Making connections (Plant- based materials)
	<p>Children will explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Children will 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.</p> <p>Children will identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Children will describe how animals obtain their food from</p>	<p>Children will notice that animals, including humans, have offspring which grow into adults.</p> <p>Children will find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Children will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Children will collect data that allows them to observe changes, while also developing their ability to take measurements and record data.</p>	<p>Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Children will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Children will gather and record data in tables and block graphs and use their results to answer questions.</p>	<p>Children will 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.</p> <p>Children will identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Children will ask scientific questions and follow a method to investigate.</p>	<p>Children will observe and describe how seeds and bulbs grow into mature plants.</p> <p>Children will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Children will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Children will use their observational skills and conduct simple tests</p>

**Year
3**

	plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.					
	Movement and nutrition	Forces and magnets	Rocks and soil	Light and shadows	Plant reproduction	Making connections (Does hand span affect grip strength?)
	<p>Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Children will identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Children will compare how things move on different surfaces. Children will notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Children will observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Children will 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.</p> <p>Children will describe magnets as having two poles.</p> <p>Children will predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Children will describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Children will recognise that soils are made from rocks and organic matter.</p>	<p>Children will recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Children will notice that light is reflected from surfaces.</p> <p>Children will recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Children will recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Children will find patterns in the way that the size of shadows change.</p>	<p>Children will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Children will explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Children will investigate the way in which water is transported within plants.</p> <p>Children will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Children will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Children will identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Children will analyse data and draw conclusions</p>

		Children will write scientific methods and record data as they investigate contact and non-contact forces.				
Year 4	Digestion and food	Electricity and circuits	States of matter	Sound and vibrations	Classification and changing habitats	Making connections (How does the flow of liquids compare?)
	<p>Children will recognise that living things can be grouped in a variety of ways.</p> <p>Children will describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Children will identify the different types of teeth in humans and their simple functions.</p> <p>Children will construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Children will identify common appliances that run on electricity.</p> <p>Children will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Children will 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>Children will 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>Children recognise some common conductors and insulators, and associate</p>	<p>Children will compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Children will 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>Children will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Children will identify how sounds are made, associating some of them with something vibrating.</p> <p>Children will recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Children will find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Children will find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Children will recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Children will recognise that living things can be grouped in a variety of ways.</p> <p>Children will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Children will recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Children will construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Children will describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Children will compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Children will recognise that vibrations from sounds travel through a medium to the ear</p> <p>Children will plan and execute an enquiry, considering different ways of representing data to support a conclusion.</p>

Year 5

		metals with being good conductors.					
	Mixtures and separation	Properties and changes	Life cycles and reproduction	Earth and space	Imbalanced forces	Human timeline	Making connections (Does the size of an asteroid affect the size of its impact crater?)
	<p>Children will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Children will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Children will demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>Children will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Children will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Children will explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Children will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Children will describe the life process of reproduction in some plants and animals.</p> <p>Children will analyse secondary data.</p>	<p>Children will describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Children will describe the movement of the Moon relative to the Earth.</p> <p>Children will describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Children will 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>Children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p>Children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Children will identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Children will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Children will plan investigations to further their understanding of the effects of forces.</p>	<p>Children will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Children will describe the life process of reproduction in some plants and animals.</p> <p>Children will describe the changes as humans develop to old age.</p>	<p>Children will describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Children will identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Children will describe the Sun, Earth and Moon as approximately spherical bodies.</p>

							Children will experiment, analyse data and draw conclusions.
Year 6	Classifying	Light and reflection	Evolution and inheritance	Circuits, batteries and switches	Circulation and exercise	Making connections* (Are some sunglasses safer than others?)	
	<p>Children will use and produce classification keys to sort and identify organisms.</p> <p>Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Children will give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Children will recognise that light appears to travel in straight lines. Children will 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>Children will 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>Children will 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>Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Children will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Children will 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.</p> <p>Children will use recognised symbols when representing a simple circuit in a diagram.</p> <p>Children will design and produce their own practical devices</p>	<p>Children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Children will describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Children will devise their own investigation and analyse secondary data</p>	<p>Children will recognise that light appears to travel in straight lines.</p> <p>Children will 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>Children will 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>Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Children will use recognised symbols when representing a simple circuit in a diagram.</p>	

*Making connections brings together learning from multiple Science units

Computing

Year 1	Computing systems and networks	Programming	Creating Media	Programming	Online Safety
	<p>Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children will recognise common uses of information technology beyond school.</p> <p>Children will 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.</p>	<p>Children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Children will create and debug simple programs.</p> <p>Children will use logical reasoning to predict the behaviour of simple programs</p>	<p>Children will use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children will recognise common uses of information technology beyond school</p>	<p>Children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Children will create and debug simple programs.</p> <p>Children will use logical reasoning to predict the behaviour of simple programs</p>	<p>Children will recognise common uses of information technology beyond school.</p> <p>Children will 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.</p>
Year 2	Computing systems and networks	Programming	Data Handling	Programming	Online Safety
	<p>Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children will recognise common uses of information technology beyond school.</p>	<p>Children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Children will create and debug simple programs.</p> <p>Children will use logical reasoning to predict the behaviour of simple programs.</p>	<p>Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Children will create and debug simple programs.</p> <p>Children will use logical reasoning to predict the behaviour of simple programs.</p>	<p>Children will recognise common uses of information technology beyond school.</p> <p>Children will 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.</p>

				Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content.	
Year 3	Computing Systems and networks	Computing Systems and networks	Creating media	Programming	Online Safety
	<p>Children will 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.</p> <p>Children will 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>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Children will 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.</p> <p>Children will 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,</p>	<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Children will 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.</p> <p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>

		evaluating and presenting data and information.			
Year 4	Computing systems and networks	Programming	Data Handling	Programming	Online Safety
	<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Children will 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.</p> <p>Children will 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>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Children will elect, 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,</p>	<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

			evaluating and presenting data and information.		
Year 5	Computing systems and networks	Data Handling	Creating Media	Programming	Online Safety
	<p>Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Children will 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>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children will 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.</p> <p>Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Children will 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>Children will 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 .</p> <p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

Year 6

Computing systems and networks	Data Handling	Creating Media	Programming	Online Safety
<p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Children will 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</p>	<p>Children will 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.</p> <p>Children will 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>Children will 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.</p> <p>Children will 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>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

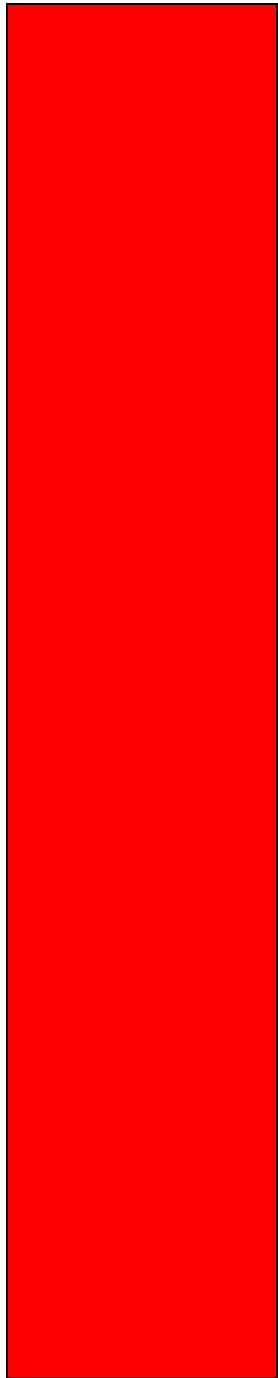
	<p>presenting data and information.</p> <p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>				
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History

	How I am making History	Toys in the past and present	Explorers
Year 1	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand significant historical events, people and places in their own locality.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, between short- and long-term timescales.</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, between short- and long-term timescales.</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand events beyond living memory that are significant nationally or globally.</p> <p>Children will understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>

			<p>Children will know and understand significant aspects of the history of the wider world: achievements and follies of mankind .</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p>
<p>Year 2</p>	<p>Schools in the past and present</p>	<p>Flight</p>	<p>Monarchs</p>
	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand significant historical events, people and places in their own locality.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand vents beyond living memory that are significant nationally or globally.</p> <p>Children will understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand vents beyond living memory that are significant nationally or globally.</p> <p>Children will understand significant historical events, people and places in their own locality.</p>

	<p>and how Britain has influenced and been influenced by the wider world.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p>	<p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will know and understand significant aspects of the history of the wider world: achievements and follies of mankind</p> <p>Children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p>	<p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p>
<p>Year 3</p>	<p>British history: Stone Age, Bronze Age and Iron Age</p>	<p>British history: Romans in Britain</p>	<p>Ancient Egypt</p>



Year 4

British history: Anglo-Saxons	Comparision of Mayan and Anglo-Saxon civilisation	Changes to children's lives
<p>Children will study Britain's settlement by Anglo-Saxons and Scots.</p> <p>Children will study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and</p>	<p>Children will study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p>	<p>Children will study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own</p>

	significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	structured accounts, including written narratives and analyses.
Year 5	Comparision of Mayan and Anglo-Saxon civilisation (2024-2025 curriculum)	Ancient Greeks	British history: Tudors
	<p>Children will study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p>Children will study of Greek life and achievements and their influence on the western world.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Children will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own</p>	<p>Children will study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>

	<p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>structured accounts, including written narratives and analyses.</p>	<p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
<p>Year 6</p>	<p>British history: Impact of WW2</p>	<p>Census in our local area</p>	<p>Unheard histories: Who should go on the banknote?</p>
	<p>Children will study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Children will study local history.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Children will study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and</p>

	<p>regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Children will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Children will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
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Geography

<p>Year 1</p>	<p>What it is like in our local area</p>	<p>What the weather is like in the UK</p>	<p>What it is like to live in Shanghai</p>
	<p>Children will use basic geographical vocabulary to refer to: key physical features, including: season and weather.</p> <p>Children will use basic geographical vocabulary to refer to: key human features, including city, town, village, , house and shop.</p>	<p>Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children will use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Children will name and locate the world's seven continents and five oceans.</p> <p>Children will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting of Shanghai.</p>

	<p>Children will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Children will use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Children will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p>Year 2</p>	<p>Hot and cold places</p>	<p>Our world</p>	<p>Coasts</p>
	<p>Children will name and locate the world's seven continents and five oceans.</p>	<p>Children will name and locate the world's seven continents and five oceans.</p>	<p>Children will name and locate the world's seven continents and five oceans.</p>

	<p>Children will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Children will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Children will use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage .</p> <p>Children will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Children use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Children will use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage .</p> <p>Children will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Children use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Children will use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage .</p> <p>Children will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Children use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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Year 3

	Volcanoes	Antarctica	Settlements
	<p>Children will locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children will describe and understand key aspects of: physical geography, including: climate volcanoes and earthquakes.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Children will locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Children will locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

		Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Year 4	Rainforests	Where food comes from	Rivers
	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical</p>	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

	<p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>Year 5</p>	<p>The Alps</p>	<p>Deserts</p>	<p>Oceans</p>
	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children will describe and understand key aspects of: physical geography, including: climate</p>	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle.</p> <p>Children will describe and understand key aspects of human geography, including types of</p>

	<p>Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>Year 6</p>	<p>Population changes</p>	<p>Energy</p>	<p>Fieldwork enquiry</p>
	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,</p>	<p>Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,</p>	<p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</p>

	<p>key physical and human characteristics, countries, and major cities.</p> <p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>key physical and human characteristics, countries, and major cities.</p> <p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Art and Design

Year 1	Drawing	Craft and design	Painting and mixed media
	<p>Children will use a range of materials creatively to design and make products.</p> <p>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Children will use a range of materials creatively to design and make products.</p> <p>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Children will use a range of materials creatively to design and make products.</p> <p>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
	Craft and design	Painting and mixed media	Sculpture and 3D

<p>Year 2</p>	<p>Children will use a range of materials creatively to design and make products.</p> <p>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Children will use a range of materials creatively to design and make products.</p> <p>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Children will use a range of materials creatively to design and make products.</p> <p>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
	<p>Year 3</p>	<p style="text-align: center;">Drawing</p> <p>Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>	<p style="text-align: center;">Sculpture and 3D</p> <p>Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>
<p>Year 4</p>		<p style="text-align: center;">Drawing</p> <p>Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p style="text-align: center;">Painting and mixed media</p> <p>Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>

	<p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>	<p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>	<p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>
Year 5	Sculpture and 3D	Drawing	Painting and mixed media
	<p>Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>	<p>Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>	<p>Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Children will create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Children will know about great artists, architects and designers in history.</p>
	Craft and design	Drawing	Sculpture and 3D

Year 6

Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Children will create sketch books to record their observations and use them to review and revisit ideas.

Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Children will know about great artists, architects and designers in history.

Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Children will create sketch books to record their observations and use them to review and revisit ideas.

Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Children will know about great artists, architects and designers in history.

Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Children will create sketch books to record their observations and use them to review and revisit ideas.

Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Children will know about great artists, architects and designers in history.

Design Technology

Year 1

Structures

Children will design purposeful, functional, appealing products for themselves and other users based on design criteria.

Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.

Children will select from and use a range of tools and equipment to perform practical

Cooking and nutrition

Children will design purposeful, functional, appealing products for themselves and other users based on design criteria.

Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.

Mechanisms

Children will design purposeful, functional, appealing products for themselves and other users based on design criteria.

Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.

Children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

	<p>tasks [for example, cutting, shaping, joining and finishing].</p> <p>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will explore and evaluate a range of existing products.</p> <p>Children will evaluate their ideas and products against design criteria.</p> <p>Children will build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Children will explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will evaluate their ideas and products against design criteria.</p> <p>Children will understand where food comes from.</p>	<p>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will explore and evaluate a range of existing products.</p> <p>Children will evaluate their ideas and products against design criteria.</p> <p>Children will explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Year 2</p>	<p>Mechanisms</p>	<p>Structures</p>	<p>Textiles</p>
	<p>Children will design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</p> <p>Children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Children will select from and use a wide range of materials and components, including</p>	<p>Children will design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</p> <p>Children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Children will select from and use a wide range of materials and components, including construction</p>	<p>Children will design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</p> <p>Children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>

	<p>construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will explore and evaluate a range of existing products.</p> <p>Children will evaluate their ideas and products against design criteria.</p> <p>Children will build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Children will explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>materials, textiles and ingredients, according to their characteristics.</p> <p>Children will evaluate their ideas and products against design criteria.</p> <p>Children will build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Children will build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Children will explore and evaluate a range of existing products.</p> <p>Children will evaluate their ideas and products against design criteria.</p> <p>Children will build structures, exploring how they can be made stronger, stiffer and more stable.</p>
Year 3	Textiles	Mechanical systems	Digital world
	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will investigate and analyse a range of existing products.</p> <p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will understand how key events and individuals in design and technology have helped shape the world.</p>

	<p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Children will investigate and analyse a range of existing products.</p> <p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve.</p> <p>Children will understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children will understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p>Children will apply their understanding of computing to program, monitor and control their products.</p>
Year 4	Structures	Cooking and nutrition	Electrical systems
	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will investigate and analyse a range of existing products.</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will investigate and analyse a range of existing products.</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will investigate and analyse a range of existing products.</p>

	<p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children will understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>
	Mechanical systems	Structures	Digital world
Year 5	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will investigate and analyse a range of existing products.</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will investigate and analyse a range of existing products.</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children will apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>

	<p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Children will apply their understanding of computing to program, monitor and control their products.</p>
Year 6	Textiles	Electrical systems	Cooking and nutrition
	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will 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>Children will investigate and analyse a range of existing products.</p> <p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will investigate and analyse a range of existing products.</p> <p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children will 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>Children will 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>Children will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children will understand and apply principles of a healthy and varied diet.</p> <p>Children will prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Children will understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

		<p>Children will understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children will understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>	<p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
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Physical Education

Year 1	<p>Fundamentals / Gymnastics Ball Skills / Sending and Receiving</p>	<p>Yoga / Dance Target Games / Invasion Games</p>	<p>Athletics / Team Building Net and Wall / Striking and Fielding</p>
Year 2	<p>Dance / Gymnastics Fundamentals / Sending and Receiving</p>	<p>Fitness / Yoga Ball Skills / Invasion Games</p>	<p>Athletics / Team Building Net and Wall / Striking and Fielding</p>
Year 3	<p>Invasion Games (Dodgeball) / Gymnastics Swimming</p>	<p>Dance / Invasion Games (Netball) Swimming</p>	<p>Athletics / Net and Wall Games (Tennis) Swimming</p>
Year 4	<p>Gymnastics / Yoga Invasion Games (Football / Tag Rugby)</p>	<p>Dance / Fitness Invasion Games (Handball / Hockey)</p>	<p>Athletics / OAA Net and Wall Games (Tennis) / Striking and Fielding Games (Rounders)</p>

Year 5	Gymnastics / Yoga Invasion Games (Football / Tag Rugby)	Fitness / Dance Invasion Games (Netball / Dodgeball)	Athletics / OAA Net and Wall Games (Tennis) / Striking and Fielding Games (Rounders)
Year 6	Gymnastics / Dance Invasion Games (Tag Rugby / Handball)	Yoga / Fitness Invasion Games (Hockey / Basketball)	Athletics / OAA Net and Wall Games (Tennis) / Striking and Fielding Games (Cricket)

French

Year 1				
Year 2				
Year 3	Greetings	Adjectives of colour, size and shape	Playground games – numbers and age	The classroom
	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will develop accurate pronunciation and intonation so that</p>

	<p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will present ideas and information orally to a range of audience.</p> <p>Children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will read carefully and show understanding of words, phrases and simple writing.</p> <p>Children will appreciate stories, songs, poems and rhymes in the language.</p>	<p>others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will describe people, places, things and actions orally and in writing.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
Year 4	Portraits	Clothes	Numbers, calendars and birthdays	Food
	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will explore the patterns and sounds of language through songs and rhymes and link the</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>

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Year 5	Animals and body parts	Shopping	Verbs in a week	Family
	<p>Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will explore the patterns and sounds of language through songs and</p>	<p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will develop accurate pronunciation and intonation so that others understand when they</p>	<p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>

	<p>Children will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will present ideas and information orally to a range of audiences.</p> <p>Children will read carefully and show understanding of words, phrases and simple writing.</p> <p>Children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will describe people, places, things and actions orally and in writing.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>rhymes and link the spelling, sound and meaning of words.</p> <p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will present ideas and information orally to a range of audiences.</p> <p>Children will read carefully and show understanding of words, phrases and simple writing.</p> <p>Children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>are reading aloud or using familiar words and phrases.</p> <p>Children will appreciate stories, songs, poems and rhymes in the language.</p> <p>Children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will describe people, places, things and actions orally and in writing.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Children will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will present ideas and information orally to a range of audiences.</p> <p>Children will read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will describe people, places, things and actions orally and in writing.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
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Year 6	Sport and the Olympics	Homes	Holidays	Towns
	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will present ideas and information orally to a range of audience.</p> <p>Children will read carefully and show understanding of words, phrases and simple writing.</p> <p>Children will broaden their vocabulary and develop their ability to understand</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will present ideas and information orally to a range of audience.</p> <p>Children will read carefully and show understanding of words, phrases and simple writing.</p> <p>Children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will describe people, places, things and actions orally* and in writing.</p> <p>Children will understand basic grammar appropriate to the</p>	<p>Children will listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will read carefully and show understanding of words, phrases and simple writing.</p> <p>Children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and</p>

		<p>new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will describe people, places, things and actions orally* and in writing.</p>	<p>language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
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Music

Year 1	Pulse and rhythm	Timbre and rhythmic patterns	Pitch and tempo	Musical vocabulary
	<p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children will experiment with, create, select and combine sounds using the inter-related dimensions of music</p>

	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Experiment with, create, select and combine sounds using the inter-related dimensions of music	
Year 2	Call and response	Orchestral instruments	Musical me	Myths and legends
	<p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Children will play tuned and untuned instruments musically.</p> <p>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
Year 3	Ballads	Developing a singing technique	Pentatonic melodies and composition	Traditional instruments and improvisation
	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

	<p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music</p>
Year 4	<p>Body and tuned percussion</p> <p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Changes in pitch tempo and dynamics</p> <p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Samba and carnival sounds and instruments</p> <p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Adapting and transposing motifs</p> <p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
	Year 5	Composition notation	Blues	South and West Africa

	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children will develop an understanding of the history of music.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will use and understand staff and other musical notations.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children will develop an understanding of the history of music.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<p>Year 6</p>	<p>Baroque</p>	<p>Dynamics pitch and tempo</p>	<p>Theme and variations</p>	<p>Composing and performing a leavers song</p>
	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will appreciate and understand a wide range of high-quality live and recorded music drawn</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p>

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Religious Education

Year 1	What might Hindus learn from the story of Ganesha? What might Hindus learn from the story of Lakshmi?	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	Why is the cross important to Christians?	How did the universe come to be?
Year 2	Why is light an important symbol in different religions?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of God?	Why do people have different views about the idea of God?
Year 3	What is the Bible and how do people interpret it?	What is the Trinity?	How do people express commitment to a religion?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?

Year 4	How have events in history shaped religion?	Where do religious beliefs come from?	What do we mean by truth? Is seeing believing?	How do/have religious groups contribute to society and culture?	Why is there so much diversity of belief within Christianity?	What does sacrifice mean?
Year 5	Is being happy the greatest purpose of life?	Is believing in God reasonable?	How has belief in Christianity impacted on music and art through history?	Why should we be good?	What difference does the resurrection make to Christians?	What difference does the resurrection make to Christians?
Year 6	Creation and Science: Conflicting or complementary?	How do Buddhists explain the suffering in the world?	How do beliefs shape identity for Muslims?	What does it mean to be human?	How do Hindus make sense of the world?	How do Hindus make sense of the world?

PSHE / RSE

Year 1	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
Year 2	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
Year 3	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity

Year 4	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
Year 5	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
Year 6	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity

Outdoor Learning – Mighty Oaks

Year 1	Shelter building	Knots	Explore, Create, Play, Make	Mindfulness	Cooking on the fire pit	Geographical and navigational skills	Gardening and tool use
Year 2	Cooking on the fire pit	Mindfulness	Geographical and navigational skills	Explore, Create, Play, Make	Gardening and tool use	Shelter building	Knots
Year 3	Mindfulness	Explore, Create, Play, Make	Geographical and navigational skills	Shelter building	Gardening and tool use	Knots and lashings	Cooking on the fire pit
Year 4	Shelter building	Cooking on the fire pit	Explore, Create, Play, Make	Mindfulness	Knots and lashings	Geographical and navigational skills	Gardening and tool use

Year 5	Shelter building	Knots and lashings	Explore, Create, Play, Make	Mindfulness	Gardening and tool use	Geographical and navigational skills	Cooking on the fire pit
Year 6	Shelter building	Knots and lashings	Explore, Create, Play, Make	Mindfulness	Cooking on the fire pit	Geographical and navigational skills	Gardening and tool use

