Year 1				
Biology			**Chemistry**	**Physics**
Animals, including Humans	**Animals, including Humans**	**Plants**	**Everyday Materials**	**Seasonal Change**
• *Name common animals* • *Carnivores, etc*	• *Human body and senses*	• *Common plants* • *Plant structure*	• *Properties of materials* • *Grouping materials*	• *The four seasons* • *Seasonal weather*
• Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds • Know and classify animals by what they eat (carnivore, herbivore and omnivore) • Know how to sort by living and non-living things	• Know the name of parts of the human body that can be seen • Know about the five senses.	• Know and name a variety of common wild and garden plants • Know and name the petals, stem, leaves and root of a plant • Know and name the roots, trunk, branches and leaves of a tree	• Know the name of the materials an object is made from • Know about the properties of everyday materials	• Name the seasons and know about the type of weather in each season

Year 2				
Biology			**Chemistry**	
All living things and their habitats	**Animals, including Humans**	**Plants**	**Everyday Materials**	
• *Alive or dead* • *Habitats* • *Adaptations* • *Food chains*	• *Animal reproduction* • *Healthy living* • *Basic needs*	• *Plant and seed growth* • *Plant reproduction* • *Keeping plants healthy*	• *Identify different materials* • *Name everyday materials* • *Properties of materials*	• *Compare the use of different materials* • *Compare movement on different surfaces*
• Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain	• Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans	• Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature)	• Know how materials can be changed by squashing, bending, twisting and stretching	• Know why a material might or might not be used for a specific job

Year 3					
Biology			**Chemistry**	**Physics**	
Animals, including humans	**Plants**	**Plants**	**Rocks**	**Forces**	**Light**
• *Skeleton and muscles* • *Nutrition* • *Exercise and health*	• *Plant life* • *Basic structure and functions*	• *Life cycle* • *Water transportation*	• *Fossil formation* • *Compare and group rocks* • *Soil*	• *Different Forces* • *Magnets*	• *Reflections* • *Shadows*
• Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human	• Know the function of different parts of flowing plants and trees	• Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers	• Compare and group rocks based on their appearance and physical properties, giving reasons • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock	• Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to on to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason	• Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected

Year 4				
Biology		**Chemistry**	**Physics**	
Animals, including humans	**All living things and their habitats**	**States of Matter**	**Electricity**	**Sound**
• *Digestive system* • *Teeth* • *Food chains*	• *Grouping living things* • *Classification keys* • *Adaptation of living things*	• *Compare and group materials* • *Solids, liquids and gases* • *Changing state* • *Water cycle*	• *Uses of electricity* • *Simple circuits and switches* • *Conductors and insulators*	• *How sounds are made* • *Sound vibrations* • *Pitch and Volume*
• Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human teeth • Know the functions of different human teeth • Use and construct food chains to identify producers, predators and prey	• Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things • Group materials based on their state of matter (solid, liquid or gas)	• Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle	• Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each	• Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source

Year 5				
Biology		**Chemistry**	**Physics**	
All living things and their habitats	**Animals, including humans**	**Properties and changes in materials**	**Forces**	**Earth and Space**
• *Life cycles – plants and animals* • *Reproductive processes*	• *Changes as humans develop from birth to old age*	• *Compare properties of everyday materials* • *Soluble/ dissolving* • *Reversible and irreversible substances*	• *Gravity* • *Friction* • *Forces and motion of mechanical devices*	• *Movement of the Earth and the planets* • *Movement of the Moon*
• Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles • Know the process of reproduction in plants • Know the process of reproduction in animals	• Create a timeline to indicate stages of growth in humans	• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets • Know and explain how a material dissolves to form a solution • Know and show how to recover a substance from a solution • Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) • Know and demonstrate that some changes are reversible and some are not • Know how some changes result in the formation of	• Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect	• Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • Know and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical)

Year 6				
Biology			**Physics**	
Animals, including humans	**All living things and their habitats**	**Evolution and Inheritance**	**Electricity**	**Light**
• *The circulatory system* • *Water transportation* • *Impact of exercise on body*	• *Classification of living things and the reasons for it*	• *Identical and non-identical off-spring* • *Fossil evidence and evolution* • *Adaptation and*	• *Electrical components* • *Simple circuits* • *Fuses and voltage*	• *How light travels* • *Reflection* • *Ray models of light*
• Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood • Know the impact of diet, exercise, drugs and lifestyle on health • Know the ways in which nutrients and water are transported in animals, including humans	• Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way	• Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is	• Compare and give reasons for why components work and do not work in a circuit • Draw circuit diagrams using correct symbols • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer	• Know how light travels • Know and demonstrate how we see objects • Know why shadows have the same shape as the object that casts them • Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Working Scientifically Progression

Key Concepts		Enquiry Types
Variables	Something in an enquiry that can be changed or controlled.	Comparative and Fair Testing
Validity	How accurate or correct the results of an enquiry are.	Pattern Seeking
Design	How a scientific question was investigated	Grouping and Classifying
Reporting	How the findings of an enquiry are communicated to others	Observations Over Time
		Research using Secondary Sources

Working Scientifically Progression

Years 1 & 2

Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science.

Variables	Validity	Design	Reporting
		Know that objects can be identified or sorted into groups based on their observable properties. Know that we can use magnifying glasses to observe objects closely. Know that we can test our questions to see if they are true.	Know that we can write down numbers and words or draw pictures to record what we find.

Working Scientifically Progression

Years 3 & 4

Know that we can ask questions and answer them by setting up scientific enquiries Know how to make relevant predictions that will be tested in a scientific enquiry

Variables	Validity	Design	Reporting
Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same.	Know that scientific enquiries can suggest relationships, but that they do not prove whether a prediction is true. Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even. Know that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry.	Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches. Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts. Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry.	Know how to draw bar charts, a neat table and a classification key. Know how to label a diagram using lines to connect information to the diagram and how to use a coloured key. Know how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table. Know – with structured guidance - how to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion. Know that they can draw conclusions from the findings of other scientists. Know how to shorten a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry.

Working Scientifically Progression

Years 5 & 6

- **Know that we can ask questions and answer them by setting up scientific enquiries**
- **Know how to make relevant predictions that will be tested in a scientific enquiry**

Variable	Validity	Design	Reporting
Know how to choose appropriate variables to test a hypothesis (e.g., plant height as a dependent variable when measuring effect of light on plant growth).	Know how to identify conditions that were imperfectly controlled and can explain how these might affect results. Know how to accurately use further measuring devices, including digital and analogue scales, measuring cylinders and beakers, recognizing the relative accuracy of each device. Know how to evaluate the validity of the data collected and suggest improvements for future enquiries.	Know how and when to repeat measurements, how to find an average of a set of measurements and how to recognize and remove outliers from a set of data, justifying the removal as a potential mis-measurement.	Know how to independently write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion. Know how to present brief oral findings from an enquiry, speaking clearly and with confidence and using notes where necessary. Know examples of instances where scientific evidence has been used to support or refute ideas or arguments (e.g., fossil records as evidence of natural selection).

Opportunities to work scientifically					
Year 1					
	Comparative and Fair Testing	**Observations over time**	**Research using Secondary Sources**	**Grouping and Classifying**	**Pattern Seeking**
Seasonal Changes		Changes in temperature throughout the year			Length of daylight throughout the year
Animals, including humans			Research animals that live in a particular habitat	Group/ classify animals according to what they eat	Height changes as we get older
Plants		Changes to plants/ trees as they grow or in different seasons		Identify local trees and plants	
Everyday Materials	Compare the suitability of everyday materials for a specific job, e.g., building a bridge			Identify different materials based on their properties	

Opportunities to work scientifically					
Year 2					
	Comparative and Fair Testing	**Observations over time**	**Research using Secondary Sources**	**Grouping and Classifying**	**Pattern Seeking**
Uses of everyday materials	Compare materials to see which is the most waterproof			Group different materials based on their properties	
Animals, including humans			Research different food groups and design a balanced menu	Identify the off-spring of different animals	
Living things and their habitats			Research animals and how they adapt to their environment	Group animals based on their natural habitats	
Plants	Investigate which conditions plants need to grow	Change in plant growth over time		Identify parts of a plant	
Forces (Introduction)	Investigate the effect of force on the speed an object moves			Group materials based on how they react to a force (e.g., stretchy)	

Opportunities to work scientifically					
Year 3					
	Comparative and Fair Testing	**Observations over time**	**Research using Secondary Sources**	**Grouping and Classifying**	**Pattern Seeking**
Rocks and soil			Research how fossils and different types of rocks are formed	Identify different rocks and the group they belong to	
Animals, including humans		Observe the effect of excess sugar over time (based on egg shells)	Research animals to identify their animal group and habitat	Group/ classify and animal based on its group and species	
Plants		Observe how water travels up the stem	Research different types of seed dispersal		
Light	Compare materials based on reflectiveness	Shadow length throughout the day		Group materials based on their opacity and transparency	Object size compared to shadow
Forces and magnets	Compare materials based on the amount of friction they generate			Group magnetic and non- magnetic materials	

Opportunities to work scientifically					
Year 4					
	Comparative and Fair Testing	**Observations over time**	**Research using Secondary Sources**	**Grouping and Classifying**	**Pattern Seeking**
Electricity	Determine which materials are electrical conductors or insulators			Classify/ group materials into electrical conductors or insulators	
Animals, including humans			Research the different body parts involved in digestion	Classify plants/ animals into either producer, consumer or predator	
Living things and their habitats			Research the effect of climate change on animals around the world	Classify animals based on their observable characteristics	
States of Matter		Measure temperature changes in water over time	Research the water cycle and how it works	Identify solids, liquids or gases	
Sound	The effect of distance from the source on volume				Compare how length and width of tubes affect pitch

Opportunities to work scientifically					
Year 5					
	Comparative and Fair Testing	**Observations over time**	**Research using Secondary Sources**	**Grouping and Classifying**	**Pattern Seeking**
Earth and Space			Research the plants in our solar system, including length of orbit		Compare the distance a planet is from the Sun and its temperature
Animals, including humans			Research changes in humans at different stages in our lives		Compare height with physical task e.g., distance a ball is thrown
Forces	Shape of an object and the time it takes to travel through water				Surface material on a ramp and the distance/ speed it travels
Properties and changes of materials	Factors that affect the speed a solute dissolves in water, e.g., temperature	Observe over time the separation of a solute and solvent via evaporation		Classify/ group materials as either soluble or insoluble	
Living things and their habitats			Research the life cycle of different animal groups	Classify/ group and animal based on its group and species	

Opportunities to work scientifically					
Year 6					
	Comparative and Fair Testing	**Observations over time**	**Research using Secondary Sources**	**Grouping and Classifying**	**Pattern Seeking**
Electricity	Effect of increasing voltage on the brightness of a bulb				Compare brightness of bulb in series and parallel circuits
Animals, including humans	Impact of exercise on the heart rate		Research how drugs affect the body		Compare resting heart rate of different people
Living things and their habitats		Conditions needed for bread to go mouldy	Research the different types of micro-organisms	Classify different types of arthropod	
Evolution and Inheritance			Research Charles Darwin and his work		Compare sculls/ body parts of animals as they have evolved
Light				Group materials based on transparency	Compare distance from light source and shadow

Locational Knowledge: Substantive Knowledge

EYFS	Year 1	Year 2
• Know where the local shops are • Know why there is a need for shops, schools, churches, etc.	• Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know the name of the nearest town or city • Know which is N, E, S and W on a compass • Know their address, including postcode	• Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know why so many important buildings are located in London • Know and use the terminologies: left and right; below, next to

Year 3	Year 4	Year 5	Year 6
• Know the difference between Great Britain, The British Isles and the United Kingdom • Know the names of and locate at least eight counties and at least six cities in England • Know the names of four countries from the southern and four from the northern hemisphere • Know, name and locate the main rivers in the UK • Know and name the eight points of a compass	• Know the names of and locate at least eight European countries • Know the names of and locate at least eight major capital cities across the world • Know where the main mountain regions are in the UK • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map	• Know what is meant by the term 'tropics' • Know the names of a number of European capitals • Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal	• Know the names of, and locate, a number of South or North American countries • Know about time zones and work out differences • Know where countries in the British commonwealth are situated • Know what is meant by latitude and longitude

Place Knowledge: Substantive Knowledge		
EYFS	**Year 1**	**Year 2**
• Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	• Know and name the characteristics of the local area • Know features of hot and cold places in the world • Know where the equator, North Pole and South Pole are on a globe • Know some of the characteristics associated with a coastal place in comparison to where they live	• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country

Year 3	Year 4	Year 5	Year 6
• Explain clearly the main differences between a village, town and city • Know the main differences between a rural and an urban location within the UK	• Know at least five differences between living in the UK and a Mediterranean country • Know that climate and physical features has an important part to play when considering where and how people live	• Know and recognise many of Europe's key landmarks • Know and recognise the physical conditions necessary for the creation of different biomes • Contrast the main features found in two different biomes, e.g., tundra and desert	• Know key differences between living in the UK and in a country in either North or South America • Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly • Know how a continent's climate can vary and impact on people's lives

Human and Physical Geography: Substantive Knowledge

EYFS	Year 1	Year 2
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class	• Know which is the hottest and coldest season in the UK • Know and recognise main weather symbols • Know the main differences between city, town and village • Know the key physical and human features of a coastal place • Know why do we have different coloured bins	• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Know some of the advantages and disadvantages of living in a city or village • Know why is it important to recycle

Year 3	Year 4	Year 5	Year 6
• Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know why most cities are situated close to a river • Know and explain the features of a water cycle	• Know that people's jobs are determined by where they live • Know what causes an earthquake and tsunami • Label the different parts of a volcano • Know the names of a number of the world's highest mountains • Know why recycling is important	• Know about the key human and physical differences between living in the UK and a different European country • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is • Know the term 'trade' and its implications on the lives of so many people • Know about the positive	• Know the names of and locate some of the world's deserts • Know about climate change and its potential impact on our lives • Know why industry is important to the world • Know about the issues associated with Brexit • Know how the lives of children vary across the world

Disciplinary Knowledge		
EYFS	**Year 1**	**Year 2**
Locational Knowledge		
• Look at simple maps and globes identifying land types and the sea	• Understands that maps and the globe are used to locate key places around the world	• Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth
Place Knowledge		
• Uses comparative language to describe objects as near or far away • Describes from photographs different environments around the world • Describes where they live and the surrounding area – shops, roads, parks etc.	• Comparing regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	• Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons
Human and Physical Geography		
• Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) • Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather	• Begin to appreciate the different weather patterns in the UK • Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles	• Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people

Disciplinary Knowledge			
Year 3	**Year 4**	**Year 5**	**Year 6**
Locational Knowledge			
• Understands that countries have defined borders and that each country has its own government or equivalent	• Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.	• Appreciate that most countries have capital cities from where their government operates but these can sometime change.	• Appreciate how historically there have been changes to many countries across the world, including changes in names.
Place Knowledge			
• Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places	• Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.	• Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	• Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with
Human and Physical Geography			
• Recognise how human geographical features change over time • Understand what is meant by being environmentally friendly	• Understand how ideal settlements may have changed over time • Understand some of the arguments put forward in relation to green energy	• Understand why their village/ town or city exists and what brought people to live there • Understand the issues associated with trading	• Reflect on the key changes that have occurred in buildings, trade and population • Understand the consequence of ignoring climate change

Disciplinary Knowledge		
EYFS	**Year 1**	**Year 2**
Geographical Skills and Fieldwork		
• Make simple pictorial representations or chart of observations or information gathered • Label simple diagrams and pictures • Discuss elements in photographs – weather, hot, cold, etc. • Describe and experiment with direction of movement • Use a magnifying glass • Use a camera to take still and moving images • Add detail to a map of a familiar place – bedroom, classroom • Use simple positional cues – gives directions around the room or a space	• Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in their local environment • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Talk about the main differences between a world map and a globe	• Locate the nearest town or city on map of the UK • Locate a number of cities on a map of the UK • Make a model, using road strips and toy buildings that shows features in an area • Study aerial photographs and use Locational and directional language when doing so • Use the internet to find features in their locality

Disciplinary Knowledge			
Year 3	**Year 4**	**Year 5**	**Year 6**
Geographical Skills and Fieldwork			
• Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Create sketches to help with field work related to a local river	• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why • Create sketches to help with field work related to a mountainous area	• Use graphs to record features such as temperature or rainfall across the world • Use appropriate special language when giving directions • Recognise most of the symbols used on a UK road map, including status of roads • Understand some of the main features of a satnav • Recognise ordnance survey (OS) symbols and know what they stand for • Carry out tests over time, evaluate changes and consolidate their understanding.	• Use the internet to locate a country or place of interest and to follow the journey of rivers, etc. • Understand how to use digimaps • Be familiar with topographical maps and know about contours, etc • Understand how to use six-figure grid references • Set up a geographical fieldwork enquiry, starting with a hypothesis • To review, apply and consider next steps as a result of their geographical enquiry Use maps and sketches to capture what a place is like

Chronology & Causation: Disciplinary Knowledge		
▪ To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.		
EYFS	**Year 1**	**Year 2**
• To appreciate the difference between old and dirty or worn • To know the difference between old and new • To know the difference between long ago and now • To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order • To begin to appreciate that their life is different to the lives of people in the past • To understand the past through settings, characters and events encountered in books read in class and storytelling • Use words like yesterday, last week, old and new	• To appreciate the difference between long ago and very long ago • Create a simple timeline to capture recent events • Remember parts of stories they have read or have had read to them which involve memories about the past • Recognise that familiar objects we have today would have been different in the past, i.e., telephone • Begin to appreciate what a timeline is by looking at a timeline over the past 10 years • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	• Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past • Describe memories and changes that have happened in their own lives • Begin to appreciate the difference between long ago and very long ago • Able to point out a few similarities and differences between ways of life at different times • Able to order a few events and artefacts from the recent past • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

Chronology & Causation: Disciplinary Knowledge			
Year 3	**Year 4**	**Year 5**	**Year 6**
▪ Begin to understand that the past is divided into different named periods of time ▪ Able to use dates to explain British, local and world history ▪ Start using a timeline that identifies different centuries ▪ Use appropriate dates and chronological conventions, e.g., BC, BCE and AD ▪ Put artefacts or information in chronological order from a long time ago ▪ Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore	• To be able to place events, people and changes of British, local and world history on a timeline • To accurately set out different events onto a timeline • To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart • Use a timeline in relation to the unit being studied. • Use words and phrases: century, decade • Appreciate that some historical events/periods occurred concurrently in different locations	• To have a secure understanding of a British timeline that extends from the Stone Age to the present day • To show a chronologically secure knowledge and understanding of local, national and global history • To be able to tell the story of events within and across the time periods studied • To describe connections. contrasts and trends over short and longer time periods • Order an increasing number of significant events, movements and dates on a timeline using dates accurately; • Accurately use dates and terms to describe historical events; • Know and describe in some detail the main changes to an aspect in a period of history being studied	• To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world • To identify specific changes within and across different periods over a long period of history • Use timelines to place events, periods and cultural movements from around the world. • Use timelines to demonstrate changes and developments in culture, technology, religion and society. • Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. • Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. • Name date of any significant event studied

Historical Enquiry: Disciplinary Knowledge		
EYFS	**Year 1**	**Year 2**
• Ask questions or make remarks about illustrations in a book they are reading which may be set in the past • Begin to recognise that characters in a book they know acted as they did because it was a long time ago	• Respond to simple questions about the past • Observe and handle artefacts and ask simple questions about the past • Offer an opinion as to why something may have happened in the past and why they know	• Look carefully at pictures and objects to find information. • Find answers and respond to simple questions about the past. • Choose and select evidence and say how it can be used to find out about the past • Understand some ways we find out about the past • Recognise the importance of basing ideas on evidence • Develop the idea of presenting an idea and raising questions about the past

Historical Enquiry: Disciplinary Knowledge			
Year 3	**Year 4**	**Year 5**	**Year 6**
• Use a variety of sources to collect information about the past • Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past • Explain that there are different types of evidence and sources that can be used to help represent the past	• Appreciate the difference between primary and secondary sources of evidence • Use a range of sources to collect information about the past • Construct informed responses about one aspect of life	• Recognise when they are using primary and secondary sources of information to investigate the past • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Use a wide range of different evidence to collect evidence about the past • Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context	• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites • Investigate own lines of enquiry by posing historically valid questions to answer • Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

Historical Significance & Interpretation: Disciplinary Knowledge		
EYFS	**Year 1**	**Year 2**
• Give a reason for why something has changed between now and the past • Look at or touch objects from the past and comment on appearance • Recognise that the past is different from today	• Identify similarities and differences between different times • Begin to identify and recount historic details from the past from sources e.g. pictures/stories • Begin to understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television • Able to talk about some people and events that they have studied and give reasons for their actions • Consider the differences between 'long ago' and 'now'	• Begin to question the validity of historical evidence or interpretation. • Appreciate the people in the past who have contributed to national and international achievements • Recount historic details from eye-witness accounts, photos and artefacts • Begin to reflect on the significance of what has been learnt from the past • Develop an awareness of the past and comment on how they found out

Historical Significance and Interpretation: Disciplinary Knowledge			
Year 3	**Year 4**	**Year 5**	**Year 6**
• Know that much of what is presented as historical fact is based on limited information • Able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied • Start to compare two versions of a past event • Observe and use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past	• Recognise the impact that bias has on historical events • Know that historical recounts are prone to exaggeration • Look at more than two versions of the same event or story in history and identifies differences • Investigate different accounts of historical events and explain some of the reasons why the accounts may be different • Begin to talk about the impact of a past action on our lives today • Able to talk about similarities and differences between different times in the past according to the periods of history studied	• Show an awareness of the concept of propaganda and censorship • Find and analyse a wide range of evidence about the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past • Realise that there is often not a single answer to historical questions • Able to discuss trends over time • See the relationship between different periods and the legacy or impacts for people today	• Find and analyse a wide range of evidence about the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past • Start to know the difference between primary and secondary evidence and the impact of this on reliability • Understand the importance of propaganda and censorship ad that they are sometimes necessary • Appreciate that people in the past represent events or ideas in a way that may be to persuade others • Begin to evaluate the usefulness of different sources • Form own opinions about historical events from a range of sources

Historical Substantive Knowledge

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Within Living Memory	***changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life***		**British Chronology**	***Changes in Britain from the Stone Age to 1066, to include the Stone Age to the end of the Iron Age; The Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; The Vikings and Anglo-Saxon struggle for the kingdom of England***			
	• Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents	• Know and describe changes in transport over time and suggest reasons for why these changes happened • Order modes of transport by age		• Know how Britain changed between the beginning of the stone age and the iron age • Sources: artefacts (tools), cave paintings, pictures, buildings • Know what is meant by hunter gatherers	• Select a focus from the Roman period to study in depth with each new cohort • Select a focus from the Anglo-Saxon period to study in depth with each new cohort	• Know where the Vikings originated from and can show this on a map • Know that the Vikings and Anglo Saxons were often in conflict • Know why the Vikings frequently won battles against the Anglo Saxons • Know that when people invade they often change an area through the things they leave behind	
Beyond Living Memory	***events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]***						
	• Know about an event that happened long ago, even before their grandparents were born (The Gunpowder Plot) • Know how houses and homes have changed over time	• Know about an event or events that happened long ago, even before their grandparents were born (The Great Fire of London) • Know transport has changed and developed overtime – the lives and achievements of George and Robert Stephenson; the aviation achievements of Amelia Earheart				•	

Substantive Knowledge

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
			Beyond 1066	***A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066***			
				• Select a focus from the Victorian period to study in depth with each new cohort e.g. inventions, the life of a street child, working conditions, changes in leisure etc.			• Select a focus from World War II to study in depth with each new cohort e.g. the development of vehicles, the changing roles of women etc.
Significant People or events	***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***						
	• Name a famous person from the past (Louis Braille/ Grace Darling) and explain why they are famous. • Compare the explorations of Christopher Columbus, Captain Cook and Neil Armstrong	• Compare the lives and influences of Florence Nightingale, Edith Cavell and Mary Seacole					

Substantive Knowledge				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Ancient Civilizations	***The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt***		***Ancient Greece – a study of Greek life and achievements and their influence on the western world***	***A non-European society that provides contrasts with British history – one in depth study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900***
	• Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them. • An in-depth study of Ancient Egypt with each new cohort		• An in-depth study of Ancient Greece with each new cohort	• An in-depth study of early Islamic civilisations with each new cohort

Art: Key Stage 1				
Using Materials		**Drawing**	**Use colour, pattern, texture, line, form, space and shape**	**Range of artists**
• *use a range of materials creatively to design and make products*		• *use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*	• *develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*	*Study a range of artists, craft makers and designers*
Year 1	• know how to cut, roll and coil materials • know how to use IT to create a picture	• know how to show how people feel in paintings and drawings. • know how to use pencils to create lines of different thickness in drawings.	• know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print	• describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art
Year 2	• know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to make a clay pot and know how to join two clay finger pots together • know how to use different effects within an IT paint package	• choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it	• know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with paint by adding white and know how to create tones with paint by adding black	• suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist

Art: Key Stage 2			
Using Sketchbooks		**Drawing, painting and sculpture**	**Study of great artists**
• *create sketch books to record their observations and use them to review and revisit ideas*		• *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	• *great artists, architects and designers in history*
Year 3	• know how to use sketches to produce a final piece of art • know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others	• know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting	• know how to identify the techniques used by different artists • know how to compare the work of different artists • recognise when art is from different cultures • recognise when art is from different historical periods
Year 4	• know how to integrate digital images into artwork. • Use sketchbooks to help create facial expressions • use sketchbooks to experiment with different texture • use photographs to help create reflections	• know how to show facial expressions and body language in sketches and paintings • know how to use marks and lines to show texture in art. • know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • know how to print onto different materials using at least four colours. • know how to sculpt clay and other mouldable materials	• experiment with the styles used by other artists. • explain some of the features of art from historical periods. • know how different artists developed their specific techniques

Art: Key Stage 2			
Using Sketchbooks		**Drawing, painting and sculpture**	**Study of great artists**
• *create sketch books to record their observations and use them to review and revisit ideas*		• *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	• *great artists, architects and designers in history*
Year 5	• experiment by using marks and lines to produce texture • experiment with shading to create mood and feeling • experiment with media to create emotion in art • know how to use images created, scanned and found; altering them where necessary to create art	• know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art • know how to create an accurate print design following given criteria.	• research the work of an artist and use their work to replicate a style
Year 6	• explain why different tools have been used to create art • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • know how to use a range of e-resources to create art	• know how to overprint to create different patterns • know which media to use to create maximum impact • use a full range of pencils, charcoal or pastels when creating a piece of observational art	• explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation • understand why art can be very abstract and what message the artist is trying to convey

Art Detailed breakdown of skill progression taking account of different media						
	Colour	**Line, Space and Texture**	**Shape and Form**	**Composition and Perspective**	**Pattern**	**Sketch books**
EYFS	Experiencing and naming colour; link this to the world around and select correct colour for their pictures. Collecting colours from the world around, sorting and describing.	Mark making Enjoyment of using graphic tools, brushed, pens and pencils, ICT art package. Handling and enjoying materials as a sensory experience. Awareness of the surface texture, sorting rubbing and discussing.	Handling and enjoying form whilst manipulating materials. Constructing random assemblages and experiencing a range of media such as clay and playdoh.	Experience a range of art in the environment and discuss. To observe the world around us and begin to include detail in our work such as fingers on figures.	Non-figurative painting and drawing, printing and collage. Arrangements of natural and man-made items. Art package used to develop pattern.	

Art Detailed breakdown of skill progression taking account of different media						
	Colour	**Line, Space and Texture**	**Shape and Form**	**Composition and Perspective**	**Pattern**	**Sketch books**
Key Stage 1	Presentation of and awareness Primary colour mixing. Awareness of the variety of colour in the environment. Mixing primary colours Achieve secondary	Growing awareness of natural and man-made environment observing world and expressing opinions about their work and that of others. Working out their ideas; developing through mark making, drawing and discussion.	Awareness of shape and form in the world around them. To understand manmade and natural forms and the term organic and geometric forms To communicate these through 3D and drawing work.	Looking at a range of pictures and commenting on balance Understand foreground/mi d ground and background in landscapes Begin to recognise proportions of human form.	Experiment with regular and irregular pattern in a range of materials and media ICT for regular repeating patterns Looking at and discussing patterns.	Understand that sketchbook is a collection of work, for developing skills record of attainment and as visual diary.

Art Detailed breakdown of skill progression taking account of different media						
	Colour	**Line, Space and Texture**	**Shape and Form**	**Composition and Perspective**	**Pattern**	**Sketch books**
Lower Key Stage 2	Looking at pictures and discussing the symbolism of colour and the effect on the viewer. Colour Matching. Accurately mixing secondary colours. Begin to understand tonal composition.	Analysis of qualities of form, line pattern and shape in the environment fantasy ideas. Using drawing as a means of communication and design.	Understanding form as 3D shape Being able to sketch a range of form representing light and shade and tone. Understanding the potential qualities of construction materials as a means of problem solving.	Understand that an artist uses composition to express purpose. Vanishing points. Include detail in figurative drawing Using grid to understand facial proportions.	Looking at and discussing patterns. Using the environment as a starting point for patterns; recording rubbing and printing, ICT link. Searching for pattern; discussing pattern in design. Design their own repeating pattern.	Understand that Sketch book goes beyond functional drawing log; visual diary; developing designs; annotated to explain to reader. Evaluation of work takes place.

Art Detailed breakdown of skill progression taking account of different media						
	Colour	**Line, Space and Texture**	**Shape and Form**	**Composition and Perspective**	**Pattern**	**Sketch books**
Upper Key Stage 2	Controlling and experimenting Particularly with qualities of tone, shades and hue Considering colour for purpose, composition and mood Accurate tonal matching Warm colours and cool colours	Awareness of dark and light, form and texture Awareness of the potential of tools and materials appropriate to embody ideas and serve needs	Investigating analysing and interpreting natural and man-made forms and environments including details of light and shade and form and space Understanding light sources and how that effects the shading on the from	Give opinions on the artist's use of perspective and balance and understand why this important to the viewer Look at vanishing points; 2-point perspective; and depth in landscapes Apply knowledge of human form and proportion to studies	Pattern expressing mood Geometric and non- geometric patterns Texture of materials Organising pattern Pattern for purpose	

DT: Year 1

Designing	Making	Evaluating	Technical Knowledge	Food Technology
Design - purposeful, functional, appealing products for themselves and other users based on design criteria *Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*	*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*	*explore and evaluate a range of existing products* *evaluate their ideas and products against design criteria*	*build structures, exploring how they can be made stronger, stiffer and more stable* *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*	*use the basic principles of a healthy and varied diet to prepare dishes* *understand where food comes from*
• Begin to research existing products before designing their own • When researching, find out how products work and which materials have been used. • Use own ideas to design something • Describe how their own idea works • Design a product which moves • Explain to someone else how they want to make their product • Make a simple plan before making • Begin to develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas using ICT (if needed).	• Use own ideas to make something • Assemble and join materials using a variety of methods • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Explore the use of different mechanisms (for example sliders, wheels and axles) in their products. • With help, measure, mark out and cut a range of materials. • Use tools safely (e.g. scissors and a hole punch). • Begin to assemble, join and combine materials and components together using a variety of temporary methods (e.g. glue or Sellotape). • Begin to use simple finishing techniques to improve the appearance of their products.	• Describe how something works • Explain what works well and not so well in the model they have made • Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	• Make their own model stronger • Make a product that has at least one moving part e.g. wind/ simple motor powered boat	• Cut food safely • Know that all food comes from either plants or animals. • Use basic food handling, hygiene practices and personal hygiene • Know how to prepare simple dishes safely and hygienically without using a heat source. • Know how to use techniques such as cutting, peeling and grating.

DT: Year 2

Designing	Making	Evaluating	Technical Knowledge	Food Technology
• Begin to develop their design ideas using research and discussion with peers and adults. • Understand the purpose of their product • Have an identified target group in mind when designing and making a simple product. • Think of an idea and plan what to do next • Explain why they have chosen specific textiles or materials • Draw a simple design and label the parts of their product • develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas using ICT (if needed).	• Choose tools and materials and explain why they have chosen them • Join materials and components in different ways, including glue, Sellotape and masking tape. • Can identify and name a simple selection of hand tools (e.g. scissors). • Carry out finishing techniques that have been modelled by the teacher • Use simple sewing techniques including cutting, shaping and joining fabric to make a simple product. • build structures, exploring how they can be made stronger, stiffer and more stable. • With help, measure, cut and score with some accuracy. • Start to assemble, join and combine materials in order to make a product. • Start to choose and use appropriate finishing techniques based on their own ideas.	• Evaluate their work against their design criteria. • Look at a range of existing products and what they like and dislike about products and why. • Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. • With confidence talk about their ideas, saying what they like and dislike about their product.	• Make a model stronger and more stable • Use wheels and axles, when appropriate to do so • Know how simple mechanisms work e.g. sliders and linkages • Make a product that has at least two moving parts	• Know that everyone should eat at least five portions of fruit and vegetables each day. • Demonstrate how to prepare simple dishes safely and hygienically without using a heat source. • Demonstrate how to use techniques such as cutting, peeling and grating. • Weigh ingredients to use in a recipe • Describe the ingredients used when making a dish or cake • Can talk about which food is healthy and which is not • Follow safe procedures for food safety and hygiene

DT: Year 3

Designing	Making	Evaluating	Technical Knowledge	Food Technology
• Research independently and generate some ideas before thinking about resources. • Consider the purpose and audience for their product • Order the main stages of making a product, continually referring to purpose and establish criteria for a successful product. • Prove that a design meets the specification • Design a product and make sure that it meets the design criteria including looking attractive (if needed) • Draw annotated designs with labels that detail their material choices and suitability of the given materials • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • Start to understand whether their products can be recycled or reused. • When planning, explain their choices of materials and components, including function. • develop their own ideas through drawings, making templates or mock ups of their initial ideas using ICT (if needed).	• Follow a step-by-step plan, choosing the right equipment and materials • Select the most appropriate tools and techniques for a given task • Work accurately to measure, mark out, make cuts, score, make holes and assemble components with more accuracy. • Start to work safely and accurately with a range of simple tools. • Choose finishing techniques to improve the appearance of their products using a range of equipment including ICT • Start to understand that mechanical systems (such as levers and linkages) create movement. • Start to think about their ideas as they make their product and be willing to change things if they help them to improve their work. • Start to measure, tape or pin, cut and join fabric with some accuracy.	• Explain how to improve a finished model • Know why a model has or has not been successful • Evaluate their product against their original design criteria (e.g. how well it meets its intended purpose). • Begin to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate the key designs of individuals in DT has helped shaped the world.	• Know how to strengthen a product by stiffening a given part or reinforce a part of the structure • Use a simple IT program within the design • Create a product that incorporates a pulley mechanism.	• Describe how food ingredients come together • Weigh out ingredients and follow a given recipe to create a dish • Know when food is ready for harvesting • Demonstrate hygienic food preparation • Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of heat source. • Begin to understand how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking. • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body

DT: Year 4

Designing	Making	Evaluating	Technical Knowledge	Food Technology
• Research as a matter of course before considering designing a product. • Use ideas from other people when designing e.g. creating a mood board of existing products • Confidently make labelled drawings from different views, showing specific features. • Produce a plan and explain the use of materials, equipment and processes • Persevere and adapt work when original ideas do not work • If the first attempt fails, identify strengths and future areas for development. • Communicate ideas through annotated sketches that show different viewpoints of the product • Begin to very familiar with different inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products	• Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely. • Know which material is likely to give the best outcome based on its properties • Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. • Start to join and combine materials and components accurately in temporary and permanent ways. • Sew, weave or knit using a range of stitches • Show high levels of perseverance when things do not go as they would wish in the first instance. • Start to understand the mechanical and electrical systems have an input, process and output. • Know how mechanical systems (such as pulleys or gears) create movement. • Know how simple electrical circuit and components can be used to create functional products. • Understand how to reinforce and strengthen a 3d framework. • Begin to use finishing techniques to strengthen and improve their appearance of their product using a range of equipment, including ICT	• Evaluate and suggest improvements for designs • Evaluate products for both their purpose and appearance • Evaluate their own and others work • Evaluate their product, carrying out appropriate tests. • Evaluate their product both during and at the end of the assignment. • Present a product in an interesting way • Be able to disassemble and evaluate familiar products and consider the views of others to improve them	• Link scientific knowledge by using lights, switches or buzzers • Use IT where appropriate to add to the quality of the product • Create a product that incorporates at least one lever	• Bring a creative element to the food product being designed • Know which season various foods are available for harvesting • Recognise safe practices in the kitchen and can identify hazards e.g. hazards when using an oven • Know how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking. • know that to be active and healthy, food and drink are needed to provide energy for the body

DT: Year 5

Designing	Making	Evaluating	Technical Knowledge	Food Technology
• Competently research products similar to the one they are intending to design and evaluate strengths and weakness to be incorporated into their own design. • Research and use ICT where appropriate • Design, with a range of initial ideas, after collecting information from investigating existing products • Produce a detailed, step-by-step plan • Explain how a product will appeal to a specific audience and how it meets the purpose • Create annotated 3D designs of their design on isometric or squared paper from a range of viewpoints. • With growing confidence, apply a range of finishing techniques including those from art and design. • Start to appreciate how make products cost to make	• Name and use a range of tools and equipment competently • Select appropriate materials, tools and technique (e.g. cutting, shaping, joining and finishing) accurately. • 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. • Incorporate mechanical systems (such as pulleys or gears) to create movement in their products. • Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. • Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment including ICT. • Make a prototype before making a final version • Carry out finishing techniques to enhance the appearance and function of their product	• Suggest alternative plans; outlining the positive features and drawbacks • Evaluate appearance and function against original criteria • Begin to evaluate their product personally and seek evaluation from others. • Evaluate a product against original design specifications and by carrying out tests	• Suggest alternative plans; outlining the positive features and drawbacks • Evaluate appearance and function against original criteria • Create a product that incorporates gears	• Be both hygienic and safe in the kitchen • Know how to prepare a meal by collecting the ingredients in the first place • Weigh and measure accurately (timings, dry ingredients and liquids) • Begin to understand that seasons may affect the food available. • Understand how food is processed into ingredients that can be eaten or used in cooking. • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source. • Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health

DT: Year 6

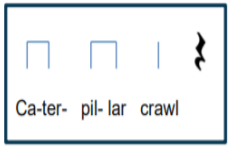
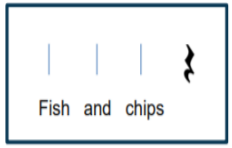
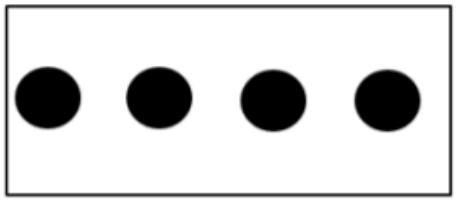
Designing	Making	Evaluating	Technical Knowledge	Food Technology
• When researching, be competent in discriminating as to what would be and would not be helpful for their intended product. • Use market research of existing products to inform their design • Follow and refine original plans, justifying it in a convincing way • Draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details • Show that culture and society is considered in plans and design specification • Show thought has been given to materials relating to recycling and sustainability. • Know how much products cost and make choices accordingly	• Confidently select appropriate tools, materials, components and techniques and use them efficiently. • Know how to use any tool correctly and safely • Know what each tool is used for • Explain why a specific tool is best for a specific action • Make modifications go along and explain their reasons. • Construct products using permanent joining techniques. • Use mechanical systems such as pulleys and gears competently to create movement in their products. • Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. • Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment including ICT. • Pin, sew and stitch materials together to create a product	• Test and evaluate designed products with specified audience where possible • Explain how products should be stored and give reasons • Evaluate product against clear criteria • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawing with labels	• Know which IT product would further enhance a specific product • Use knowledge to improve a made product by strengthening, stiffening or reinforcing • Use electrical systems correctly and accurately to enhance a given product • Know when a product they have made is improved by either the use of pulleys, levers or gears	• Explain how food ingredients should be stored and give reasons • Work within a budget to create a meal • Understand the difference between a savoury and sweet dish • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source. • Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health

Music Year 1		
Singing	**Listening**	**Composing**
Pupils should know how to: • Sing simple song, chants and rhymes from memory • Sing collectively at the same **pitch**. • responding to simple visual direction. • Begin singing simple songs with a very small range, **mi-so**. • Develop to sing slightly wider • Include **pentatonic songs** • Sing a wide range of call and response songs • Control vocal pitch and match the pitch they hear with accuracy.	**Pupils should know how to:** • Listen to recorded performances including traditional, historical and social context music. • Listen to **live** music experiences both in and out of school. • Listen to a range of music from classical, twentieth century, pop, blues and music from other countries, e.g. Brazilian Samba.	**Pupils should know how to:** • Improvise simple vocal chants using questions and answer phrases. • Create music sound effects and short sequences of sound in response to stimuli. • Combine to make a story choosing and playing classroom instruments or soundmakers. • Understand the difference between creating a rhythm and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others taking turns. • Use musical technology to capture, change and combine sounds. • Recognise graphic notation can represent created sounds. • Explore and invent own symbols e.g., 

Music

Year 1 (continued)

Musicianship

Pulse/Beat	Rhythm	Pitch
Pupils should know how to: • Walk move or clap a steady beat with others. • Change the speed of the beat as the tempo of the music changes. • Use body percussion (clapping, tapping, walking) and clasp percussion (shakers, sticks and blocks). • Play repeated rhythm patterns (*Ostinati).* • Play short pitched patterns on tuned instruments (e.g. *glockenspiels and chime bars)* to maintain a steady beat. • Respond to the pulse in recorded or live music through movement and dance. (*Stepping, jumping, walking on tip-toes).*	**Pupils should know how to:** • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (*Ostinati)* while keeping in time with a steady beat. • Perform word-pattern chants (*Ca-ter-pil-lar crawl, fish and chips).* • Create retain and perform own rhythm patterns.  	**Pupils should know how to:** • Listen to sounds in the local school environment. • Compare high and low sounds. • Sing familiar songs in both low and high voices. • Talk about the difference in sound. • Explore percussion sounds to enhance story telling. ○ Ascending xylophone notes to suggest Jack climbing the beanstalk. ○ Quiet sounds created on a rain stick/shaker to depict a shower. ○ Regular strong beats played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing. (*4 dots = 4 taps on the drum).* 

Music Year 2		
Singing	**Listening**	**Composing**
Pupils should know how to: • Sing songs regularly with a pitch range of **do-so** with increasing vocal control. • Sing songs with small pitch range pitching accurately. • Know the meaning of **dynamics** (*loud/quiet)* know the meaning of tempo *(fast/slow).* • Be able to demonstrate **dynamic** and **tempo** when singing by responding to either a leaders' direction or a visual symbol. (*Crescendo, decrescendo and pause).* ☐	**Pupils should know how to:** • Listen to recorded performances from a range of difference sources including traditional, historical and social. • Experience live music both in and out of school. • Listen to performances by a school ensemble or in year groups, or education hub partners.	**Pupils should know how to:** • Create music in response to a non-musical stimulus. (e.g. a *storm, a car race or a rocket launch).* • Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion. • Create a musical composition. • Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces. • Use music technology if available to capture, change and combine sounds.

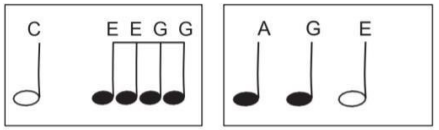
Music Year 2 (continued)		
Musicianship		
Pulse/Beat	**Rhythm**	**Pitch**
Pupils should know how to: • Understand that the speed of the beat can change. • Create a faster or slower pace (*Tempo)* • Mark the beat of a listening piece (*Bolero by Ravel)* by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. • Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in 2s and 3s by tapping these on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.	**Pupils should know how to:** • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.	**Pupils should know how to:** • Play a range of singing games based on the cuckoo interval. • Match voice accurately, supported by a leader playing the melody. (*The melody could be played on a piano, acoustic instrument or backing track).* • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (*Stand up/sit down, hand high/hands low).* • Recognise dot notation and match it to 3 note tunes played on tuned percussion.

Music Year 3			
Singing	**Listening**	**Composing**	
		Improvise	**Compose**
Pupils should know how to: • Sing a widening range of **unison** songs of varying styles and structures with a **pitch range** of **do-so** • Sing tunefully and with expression. • Perform **forte** and **piano** loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat, changing the speed of the beat as the **tempo** of the music changes. • Perform as a choir in school assemblies.	**Pupils should know how to:** • Listening to recorded performances drawn from traditional, historical and social context. • Listen to live music making in and out of school. • Listen to school ensembles or year groups or music provided by music education hub partners.	• Become more skilled in improvising (*Using voices, tuned and untuned percussion and instruments played in whole class/group/individual /instrumental teaching).* • Inventing short 'On the spot' using limited note-range. • Structure musical ideas (*using echo or question and answer phrases to create music that has a beginning middle and end).* • Compose in response to different stimuli and musical sources. (*Stories, verse, paintings, photographs).*	• Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (**do-re-mi).** • Compose song accompaniments on untuned percussion using known rhythms and note values.

Music Year 3 (continued)	
Musicianship	
Performing	**Reading Notation**
Pupils should know how to: • Develop facility in playing tuned percussion and keyboard. • Play and perform melodies following staff notation using a small range. (*middle C-E/do-mi).* as a whole class or in small groups (e.g. trios or quartets). • Using listening skills to correctly order phrases using dot notation. • Show different arrangements of notes (C-D-E/do-re- mi). • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds. (*allegro and adagio, fast and slow).* • Extend to question-and-answer phrases.	**Pupils should know how to:** • Introduce the stave, lines and spaces and clef. • Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms. • Understand how to link each syllable to one musical notes.

MUSIC

Year 4

Singing	Listening	Composing	
Pupils should know how to:	**Pupils should know how to:**	**Improvise**	**Compose**
• Continue to sing a broad range of unison songs with a range of an octave • Pitch voice accurately and follow directions for getting louder (*crescendo)* and quieter (*decrescendo).* • Sing rounds and partner songs in different time signatures • Begin to sing repertoire with small and large leaps as well as simple second part to introduce vocal harmony • Perform a range of songs in school assemblies.	• Listening to recorded performances drawn from traditional, historical and social context. • Listen to live music making in and out of school. • Listen to school ensembles or year groups or music provided by music education hub partners.	• Improvise on a limited range of pitches on the instrument they are now learning. • Make use of musical features including smooth (*legato)* and detached (*staccato).* • Begin to make compositional decisions about the overall structure of improvisations. • Continue this process in the composition tasks.	Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (**do-re-mi).** Compose song accompaniments on untuned percussion using known rhythms and note values.  Explore developing knowledge of music components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in hall/class, group, individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas including any of: ○ Graphic symbols ○ Rhythm notation and time signatures. ○ Staff notation. ○ Technology.

Music Year 4 (continued)	
Musicianship	
Instrumental performance	**Reading Notation**
Pupils should know how to: • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Achieve this through working closely with local music educational hub who can provide whole class instrumental programme. • Play and perform melodies following staff notation using a small range (*Middle C-G/do-so)* as a whole class or in small groups. • Perform in two or more parts (melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. • Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	**Pupils should know how to:** • Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation with a defined range (*C-G/do-so).* • Follow and perform simple rhythmic scores to a steady beat. • Maintain individual parts accurately with the rhythmic texture achieving a sense of ensemble.

MUSIC Year 5			
Singing	**Listening**	**Composing**	
		Improvise	**Compose**

Pupils should know how to:
• Sing a range of songs from an extended repertoire with a sense of ensemble and performance.
• Include observing phrases, accurate pitching and appropriate style.
• Sing 3 part sounds, partner songs, and songs with a verse and a chorus.
• Perform a range of songs in school assemblies and in school performance opportunities.
	Pupils should know how to:
	• Listening to recorded performances drawn from traditional, historical and social context.
	• Listen to live music making in and out of school.
	• Listen to school ensembles or year groups or music provided by music education hub partners.
		• Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
		• Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape.
		• Experiment with using a wider range of dynamics, including very loud (*fortissimo), very quiet (pianissimo),* moderately loud (*mezzo forte)* and moderately quiet (*mezzo piano).*
		• Continue this process in composition tasks.
			• Compose melodies from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.
			• Enhance these melodies with rhythmic or chordal accompaniment.
			• Working in pairs, compose a short ternary piece.
			• Use chords to compose music to evoke specific atmosphere, mood or environment
			• Pupils might create music to accompany a silent film or to set a scene in a play or book.
			• Capture and record creative ideas using any of:
			  ○ Graphic symbols
			  ○ Rhythm notation and time signatures.
			  ○ Staff notation.
			  ○ Technology.

Music Year 5 (continued)	
Musicianship	
Instrumental performance	**Reading Notation**
Pupils should know how to: • Play melodies on tunes percussion, melodic instruments or keyboards, following staff notation, written on one stave and using notes within the Middle C-C'/do-do range. • Initially done with whole class, showing greater independence by working with smaller groups. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. • Perform simple, chordal accompaniments to familiar songs. (*Yellow submarine by the Beatles).* • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	**Pupils should know how to:** • Further understand the difference between semi- breves, minims, crotchets and crotchet rests, paired quavers and semi-quavers. • Understand the difference between 2-4, 3-4 and 4-4 time signatures. • Read and perform pitch notation within an octave (*C-C'/do-do).* • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols from known rhythms and note durations.

MUSIC Year 6			
Singing	**Listening**	**Composing**	
		Improvise	**Compose**
Pupils should know how to: • Sing a board range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. • Include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing 3- and 4-part rounds. or partner songs. • Experiment with positioning singers randomly within the group that is no longer in discrete parts – in order to create greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	**Pupils should know how to:** • Listening to recorded performances drawn from traditional, historical and social context. • Listen to live music making in and out of school. • Listen to school ensembles or year groups or music provided by music education hub partners.	• Extend improvisation skills through working in small groups to: ○ Create music with multiple sections that include repetition and contrast. ○ Use chord changes as part of an improvised sequence. ○ Extend improvised melodies beyond 8 beats over a fixed groove creating a satisfying melodic shape.	• Plan and compose an 8-or 16- beat melodic phrase using the pentatonic scale (*C, D, E, G, A)* and incorporate rhythmic variety and interest. • Play this melody on available tuned percussion and/or orchestral instruments. • Notate this melody. • Compose melodies made from pairs or phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it discussing how musical contrasts are achieved.

Music Year 6 (continued)	
Musicianship	
Instrumental performance	**Reading Notation**
Pupils should know how to: • Play a melody following staff notation written on one stave and using notes within the octave range (*do-do).* • Make decisions about dynamic range including loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line.	**Pupils should know how to:** • Further understand the difference between semi-breves, minims, crotchets and quavers, paired quavers and semi-quavers and their equivalent rests. • Further develop the skills to read and perform pitch notation with an octave (C-C'/do-do). • Read and play confidently from rhythm notation cards and rhythm scores in up to 4-parts that contain known rhythms and note durations. • Read and play from notation a 4 bar phrase, confidently identifying note names and duration.

Computing: Key Stage 1			
	Algorithms	**Create programs/ Coding**	**Reasoning**
	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	*Pupils should be taught to create and debug simple programs*	*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs*
Year 1	• emphasise the importance of following instructions • create and follow simple instructions on a computer • consider how the order of instructions affects the results • understand the functionality of basic direction keys • use additional direction keys as part of their algorithm • understand how to change and extend the algorithm list	• understand what coding means • plan a journey for a programable toy • create, store and retrieve digital content • understand the need to test and debug a program repeatedly • provide opportunities for pupils to set challenges for each other • create unambiguous instructions	
Year 2	• gain greater understanding of what an algorithm is • understand how to use the repeat command • understand how to use the timer command • understand that algorithms are used on digital devices	• write a simple program and test it • understand how to create and debug a set of instructions • construct a binary tree to separate different items • using a database to answer more complex search questions • use a search tool to find information	• predict what the outcome of a simple program will be (logical reasoning) • discuss how important it is to think logically • predict what an object will do based on their knowledge of other programs

Computing: Key Stage 1			
	Using technology	**Uses of IT beyond school**	**Safe use**
	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content	*Pupils should be taught to recognise common uses of information technology beyond school*	*Pupils should be taught to 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*
Year 1	• be familiar with different types of resources available to them • be familiar with a range of icons used on a day-to-day basis • use a website and a camera • record sound and play back • be introduced to '2create' a story • add sound to a story including voice recording • be introduced to a spreadsheet	• walk around the local area to find examples of where technology is used • talk about some of the IT uses in their own home	• use technology safely • keep personal information private • log in safely • introduce the idea of ownership and how to look after personal information • know how to find save work online
Year 2	• understand that programs require precise instructions • organise, retrieve and manipulate digital content • introduce email as a communication tool • using technology to make music to include editing and combining sounds • upload sound from a bank of sounds • record a piece of music they have created • use technology to create art based on famous artists studied • create spreadsheets to add amounts and to create tables, including block graphs	• know how technology is used in school and outside of school	• know if something online is making them feel sad or concerned • know where to go for help if concerned • know how to refine searches using the search tool • know how to share work electronically taking account of online safety • Understand that information online leaves a digital footprint or trail

Computing: Key Stage 2				
	Create programs	**Develop programs**	**Reasoning**	**Networks**
	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to 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*
Year 3	• write programs that accomplish specific goals • be familiar with and review coding vocabulary • create a sequential program design • design and write a program that simulates a physical system • create a program that repeats actions indefinitely • Explore the use	• design a sequence of instructions, including directional instructions • Look at a grid that underlines the design and relate this to X and Y properties • introduce selection into their programming by introducing the *if* command • understand what a variable is • understand the need to	• discern when it is best to use technology and where it adds little or no value	• navigate the web to complete simple searches • consider different methods of communicating electronically • open and respond to an email to include an attachment (if necessary) and send it to the correct address • use typing terminology • know how to sit
Year 4	• give an 'on-screen' robot specific instructions that takes them from A to B • create a program with a character that repeats actions • make timers and counting machines using variables to print a new number to the screen every second	• experiment with variables to control models • program a character to respond to user keyboard input • explore how '2Code' can be used to investigate control by creating a simulation	• make an accurate prediction and explain why they believe something will happen (linked to programming)	• know how to search for specific information and know which information is useful and which is not • know what decomposition and abstraction are in computer science

Computing: Key Stage 2			
	Search engines	**Using programs**	**Safe use**
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to 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*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*
Year 3	• use a range of software for similar purposes • collect and present information	• understand what computer networks do and how they provide multiple services • add and edit data in a table layout • know how spreadsheet programs can automatically create graphs to analyse • Introduce 'more than', 'less than', and 'equals' tools	• use technology respectfully and responsibly • know different ways they can get help, if concerned • consider what constitutes a safe password • be aware of the consequences of giving a password away • consider that not all websites are necessary providing accurate information • create spoof websites • respect age restrictions symbols and appreciate why they exist
Year 4	• select and use software to accomplish given goals • explore how the numbers entered into cells in spreadsheets can be set to either currency, decimal or fraction	• produce and upload a podcast • use a sketch or storyboard to represent a program design and algorithm • use the 'Repeat Until' command to make characters repeat actions • discuss what makes a good animated film or cartoon and what their favourites are • use and build procedures in Logo • use the Repeat function in Logo to create shapes. • explore how font size and style can affect the impact of a text • use a simulated scenario to produce a news report	• recognise acceptable and unacceptable behaviour using technology • understand how they can protect themselves from online identity theft • Identify the risks and benefits of installing software including apps. • understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism • identify the positive and negative influences of technology on health and the environment

Computing: Key Stage 2				
	Create programs	**Develop programs**	**Reasoning**	**Networks**
	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to 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*
Year 5	• use technology to control an external device • design and write a program that simulates a physical system • create a playable, competitive game • create a program to inform others	• develop a program that has specific variables identified • combine the use of variables, If/else statements and Repeats to achieve the desired effect in code • explore the effect of moving points when designing • understand designing for a purpose	• analyse and evaluate information reaching a conclusion that helps with future developments • understand the need for visual representation when generating and discussing complex ideas	• review sources of support when using technology • explain that computers can be connected to form systems • recognise the role of computer systems in our lives • recognise how information is transferred over the internet
Year 6	• write a program that combines more than one attribute • design programs using their choice of objects attributing specific actions to each • debug a program and organise codes into tabs • organise the code into functions • create picture based quizzes for younger audiences	• develop a sequenced program that has repetition and variables identified • find out what text adventure is and plan a story adventure • introduce map-based texts and adding code to it.	• design algorithms that use repetition and 2-way selection • design a quiz that requires the player to search a database	• find out what a LAN and a WEN are • know and understand how the school accesses the internet • know that the digital world is still at an embryonic stage and will continue to develop

Computing: Key Stage 2			
	Search engines	**Using programs**	**Safe use**
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to 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*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*
Year 5	• understand how search results are selected and ranked • use formulae within a spreadsheet to convert measurements of length and distance • search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information	• combine sequences of instructions and procedures to turn devices on and off • review coding vocabulary • use a sketch or storyboard to represent a program design and algorithm • understand and use the correct vocabulary when creating a concept map • read code so that it can be adapted, personalised and improved • explore the launch command and use buttons within a program that launch other programs or open websites • use formulae within a spreadsheet to convert measurements of length and distance	• understand that they have to make choices when using technology and that not everything is true and/or safe • gain a greater understanding of the impact that sharing digital content can have • review pupils' responsibility to one another in their online behaviour • know how to maintain secure passwords • understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this • aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online
Year 6	• identify how to use a search engine • be aware that some search engines may provide misleading information • Identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon • explain how search results are ranked and suggest some of the criteria used to do this • recognise the role of web crawlers in creating an index	• present the data collected in a way that makes it easy for others to understand • use variables within a game to keep track of the properties of objects • use functions and understand why they are useful	• increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable • Identify benefits and risks of mobile devices, broadcasting the locational of user/ devices, apps accessing location • Identify the benefits and risks of giving personal information and device access to different software. • Review the meaning of digital footprint ad understand how and why people use their information and online presence to create a virtual image of themselves as a user. • Know how to behave appropriately online. • Know how information online ca persist and give away details of those who share and modify it.

Physical Education: Key Stage 1			
	Gymnastic Movements	**Basic movements and Team Games**	**Dance**
	developing balance, agility and co-ordination, and begin to apply these in a range of activities	*master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending*	*perform dances using simple movement patterns*
Year 1	• make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways	• throw underarm • throw and kick in different ways	• perform own dance moves • copy or make up a short dance • move safely in a space
Year 2	• plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules'	• use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules	• change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling

Physical Education: Key Stage 2			
	Athletics	**Competitive Games**	**Gymnastics**
	use running, jumping, throwing and catching in isolation and in combination	*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*	*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*
Year 3	• run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do	• be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly	• adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance
Year 4	• sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed	• throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game	• move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases
Year 5	• controlled when taking off and landing • throw with increasing accuracy • combine running and jumping	• gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot	• make complex extended sequences • combine action, balance and shape • perform consistently to different audiences
Year 6	• demonstrate stamina and increase strength	• agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises	• combine own work with that of others • sequences to specific timings

Physical Education: Key Stage 2			
	Dance	**Outdoor and Adventurous Activity**	**Evaluate**
	perform dances using a range of movement patterns	*take part in outdoor and adventurous activity challenges both individually and within a team*	*compare their performances with previous ones and demonstrate improvement to achieve their personal best*
Year 3	• improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases	• follow a map in a familiar context • use clues to follow a route • follow a route safely	• compare and contrast gymnastic sequences • recognise own improvement in ball games
Year 4	• take the lead when working with a partner or group • use dance to communicate an idea	• follow a map in a (more demanding) familiar context • follow a route within a time limit	• provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others
Year 5	• compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency	• follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route	• pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last
Year 6	• develop sequences in a specific style • choose own music and style	• plan a route and a series of clues for someone else • plan with others, taking account of safety and danger	• know which sports they are good at and find out how to improve further

Foreign Language: Key Stage 2			
	Speaking	**Reading**	**Writing**
	speak in sentences, using familiar vocabulary, phrases and basic language structures	*develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
	In a foreign language can…		
Year 3	• meet and greet someone • count up to 20 • say how they are feeling • say their age • name the primary colours • name some different foods • name some 2D and 3D shapes	• read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words • match numbers to words	• write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic • write a fact file about themselves • write a brief food review
Year 4	• say the days of the week • count numbers to 30 • say the months of the year • say what the date is • say the date of their birthday • name parts of their bodies • describe where the parts of their bodies are • name different animals	• read different extracts and recognise what dates they were written • read different people's birthdays • read a simple doctor's notes to find which part of the body is hurting • read a zoo information leaflet to find out which animals are there to see	• write a birthday card to a friend to include the date • label the body parts of a human • create their own zoo magazine

Foreign Language: Key Stage 2			
	Speaking	**Reading**	**Writing**
	speak in sentences, using familiar vocabulary, phrases and basic language structures	*develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
	In a foreign language can …		
Year 5	• say the different family names • say what family member they have in a conversation with someone • have a conversation with someone about their pets • name different sports • use a sentence to say what their favourite sport is • name different weather types • pretend to be a weather reporter • say number 30 to 1000 • tell the time	• read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words • read a factual text and identify family members within it • read about their favourite sport • read a weather report • use a dictionary	• write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic • write about their favourite sport • write a fact file about a favourite sports personality • write a weather report
Year 6	• explain where the major towns in the country whose language they are using are • Name different types of transport • Use the verb 'to go' • Talk in the past tense • Talk in the present tense# • Name the planets • hold a simple conversation with at least 4 exchanges • use knowledge of grammar to speak correctly	• read a factual text about a major city • read about different methods of transport • read present tense paragraph • read past tense paragraph • understand a short story or factual text and note the main points • use the context to work out unfamiliar words	• create a holiday brochure • write a transport leaflet • write a present tense paragraph • create a history poster • create a information poster about planets • write a paragraph of 4-5 sentences • substitute words and phrases