	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transdisciplinary Theme	Who We Are	How the World Works	Where We Are in Place and Time	Sharing the Planet	How We Organise Ourselves	How We Express Ourselves
Theme description			orientation in place and time	rights and responsibilities in the struggle to share finite resources with other people and with other living thing	People take on roles/jobs that support the community	Are stories only in books?
Central idea	We are different, we're the same!		Our planet has evolved over the course of many years	The rubbish we produce and how we respond affects our environment	Special people play a huge part in keeping our community safe and well	Storytelling is an art that can be conveyed in different forms
Key Concepts	Form (What is it like?) Change (How is it changing?) Connection (How is it connected?)		Perspective, Responsibilty, Form	Connection, Responsibilty, Causation	Responsibility Function Connection	Form Perspective Reflection
Related Concepts	Self, similarities, differences			responsibilities, relationships, habitats, communication, perspectives, responsibilities, health		
Lines of inquiry	An inquiry into the nature of self human relationships An inquiry into similarities and differences in humans An inquiry into what we can learn from each others simiarlirities and differences		What is a dinosaur What are fossils and what do they tell us? Dinosaur timeline	An inquiry into what happens to rubbish after we throw it away An inquiry into our responsibility to reduce, reuse and recycle An inquiry into how our actions impact the environment	An inquiry in to obs and why people have them An inquiry into the types of jobs that exist in our community An inquiry into how different roles or jobs support or affect a community	An inquiry in to what a story involves. An inquiry in to how you know a story is being told. An inquiry in to why stories are told. An inquiry in to why we listen to stories.
Multi structural						
Relational						
Extended abstract						
SDGs						
Key text	The Colour Monster We're Different, We're The Same! There's Only One You What I Like About Me It's ok to be different					
Exit point - involving parents/community						
Phonics						
English Writing			Lit - Wr - Write simple phrases and sentences that can be read by others	Lit - Wr - Write recognisable letters, most of which are correctly formed Lit - Wr - Spell words by identifying sounds in them and representing the sounds with a letter or letters PD - FM - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	Lit - Wr - Write simple phrases and sentences that can be read by others	Lit - Wr - Write simple phrases and sentences that can be read by others EAD - BIE - Invent, adapt and recount narratives and stories with peers and their teacher
English Reading			Lit - Re - Read words consistent with their phonic knowledge by sound blending Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary	Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary	Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
English Speaking & Listening			CLL - LAU - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions CLL - Sp - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate	CLL - Sp - Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary	CLL - Sp - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	CLL - Sp - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher EAD - BIE - Invent, adapt and recount narratives and stories with peers and their teacher
Maths			Math - Nu - Have a deep understanding of number to 10, including the composition of each number Math - Nu - Subitise (recognise quantities without counting) up to 5	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	**Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts** **Math - NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally**
Science						UW - NW - Understand some important process and changes in the natural world around them, including the seasons and changing states of matter

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History			UW - P&P - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class UW - P&P - Understand the past through settings, characters and events encountered in books read in class and storytelling			UW - PP - Understand the past through settings, characters and events encountered in books read in class and storytelling
Geography			UW - NW - Explore the natural world around them, making observations and drawing pictures of animals and plants	UW - PCC - Describe their immediate environment using knowledge from observation discussion, stories, non fictions texts and maps UW - NW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	UW - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and, where appropriate, maps	
MFL						
Art			EAD - CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		EAD - CM - Share their creations, explaining the process they have used	EAD - CM - Share their creations, explaining the process they have used
DT			EAD - CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		EAD - CM - Share their creations, explaining the process they have used	EAD - CM - Share their creations, explaining the process they have used
RE						UW - PCC - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
Music						
Computing						
PSHE/RSE				PSED - SR - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate PSED - SR - Show an understanding of their own feelings and those of others, and being to regulate their behaviour accordingly	PSED - SR - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	
PE						
Trips/Visits						
Important Days						
Esafety						
Careers						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transdisciplinary Theme	Who We Are	How We Express Ourselves	Where We Are in Place and Time	Sharing the Planet	How the World Works	How We Organise Ourselves
Theme description		the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	homes and journeys	rights and responsibilities in the struggle to share finite resources with other people and with other living things	the interaction between the natural world (physical and biological) and human societies	the interconnectedness of human-made systems and communities
Central idea	Environment, cultures, and experiences form who we are.	Stories can take on different forms and can be told in many ways.	Journeys may lead to new opportunities.	Living things grow and change.	Structures are connected to the environment.	People interact in a variety of ways to connect with others.
Key Concepts	Form (What is it like?) Change (How is it changing?) Perspective (What are the points of view?)	Change, Connection , Form	Change Causation, Form	Function, Change, Connection	Change, Connction, Form	Function, Change, Causation
Related Concepts	Identity, growth, relationships, beliefs	Creativity, Beliefs, Values, Expression	Culture, Relationships, Adaptation, Change, Culture, Identity, Belinging, Tradition	Relationships, Behaviour, Responsibilities, Environmentalism	uses, change, location, resources, technology, materials	
Lines of inquiry	An inquiry into how I am growing and changing. An inquiry into recognising similarities and differences between self and others. An inqury into how we belong to different identity groups	An inquiry into feelings and emotions that stories create. An inquiry into ways to tell a story. An inquiry into stories from different cultures and religions.	Types of journeys people make and their purpose. How journeys impact our lives. Changes experienced because of making a journey.	Inquiry into the basic needs of living things. Inquiry into the way things grow and change over time. Inquiry into caring for living things.	An inquiry into different materials used in construction. An inquiry into how the environment has an impact on buildings and their design. An inquiry into how materials change when people interact with them.	An inquiry into the different ways people connect. An inquiry into the impact of connection. An inquiry into how connection has changed over time.
Multi structural						
Relational						
Extended abstract						
SDGs						
Key text	All Are Welcome All Join In What Makes Me a ME? Beegu					
Exit point - involving parents/community						
Phonics						
English Writing						
English Reading						
English Speaking & Listening						
Maths	**Number: Place Value (within 10)** Sort objects. Count objects. Represent objects. Count, read and write forwards from any number 0 to 10. Count, read and writing backwards from any number 0 to 10. Count one more. Count one less. One to one correspondence to start to compare groups. Compare groups using language such as equal, more/greater, less/fewer. Introduce = , > and < symbols. Compare numbers. Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd ....). The number line. **Number: Addition and Subtraction (within 10)** Part whole model. Addition symbol.. Fact families Addition facts. Find number bonds for numbers within 10. Systematic methods for number bonds within 10. Number bonds to 10. Compare number bonds. Addition: Adding together. Addition: Adding more.	**Addition and Subtraction (within 10) - cont** Finding a part. Subtraction: Taking away, how many left? Crossing out. Subtraction: Taking away, how many left? Introducing the subtraction symbol. Subtraction: Finding a part, breaking apart. Fact families The 8 facts. Subtraction: Counting back. Subtraction: Finding the difference. Comparing addition and subtraction statements a + b > c. Comparing addition and subtraction statements a + b > c + d. **Shape** Recognise and name 3D shapes. Sort 3D shapes. Recognise and name 2D shapes. Sort 2D shapes. Patterns with 3D and 2D shapes. **Place Value (within 20)** Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11 to 20. Tens and ones. Count one more and one less. Compare groups of objects. Compare numbers. Order groups of objects. Order numbers.	**Addition and Subtraction** Add by counting on. Find and make number bonds. Add by making 10. Subtraction Not crossing 10. Subtraction Crossing 10 (1). Subtraction Crossing 10 (2). Related Facts. Compare Number Sentences. **Place Value (within 50) (including multiples of 2, 5 and 10)** Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50.	**Number: Place Value (within 50) (including multiples of 2, 5 and 10) - cont** Count in 2s. Count in 5s **Length and Height** Compare lengths and heights. Measure length (1). Measure length (2) **Weight and Volume** Introduce weight and mass.. Measure mass. Compare mass. Introduce capacity. Measure capacity. Compare capacity.	**Multiplication and Division (including multiples of 2, 5 and 10)** Count in 10s. Make equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups grouping. Make equal groups sharing. **Fractions** Halving shapes or objects. Halving a quantity. Find a quarter of a shape or object. Find a quarter of a quantity. **Position and Direction** Describe turns. Describe Position (1). Describe Position (2).	**Place Value (within 100)** Counting to 100. Partitioning numbers. Comparing numbers (1). Comparing numbers (2). Ordering numbers. One more, one less. **Money** Recognising coins. Recognising notes. Counting in coins. **Time** Before and after. Dates. Time to the hour. Time to the half hour. Writing time. Comparing time.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Can they talk about what they see, touch, smell, hear or taste? Can they find out by watching, listening, tasting, smelling and touching? Can they identify and classify things they observe? Can they think of some questions to ask? Can they show their work using pictures, labels and captions? "Can they put some information in a chart or table? " Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they describe how an animal is suited to its environment? Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? Can they begin to classify animals according to a number of given criteria? Can they point out differences between living things and non-living things? Can they name the parts of the human body that they can see? Can they draw & label basic parts of the human body? Can they identify the main parts of the human body and link them to their senses? Can they name the parts of an animal's body? Can they classify animals by what they eat? (carnivore, herbivore, omnivore) Can they compare the bodies of different animals? Can they name a range of wild animals?	Can they use simple equipment to help them make observations? Can they perform a simple test? Can they tell other people about what they have done? Can they give a simple reason for their answers? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? Can they distinguish between an object and the material from which it is made? Can they describe materials using their senses? Can they describe materials using their senses, using specific scientific words? Can they explain what material objects are made from? Can they explain why a material might be useful for a specific job? Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock Can they sort materials into groups by a given criteria? Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? Can they describe things that are similar and different between materials?		Can they name some parts of the human body that cannot be seen? Can they say why certain animals have certain characteristics? Can they observe changes across the four seasons? Can they name the four seasons in order? Can they observe and describe weather associated with the seasons? Can they observe and describe how day length varies? Can they observe and talk about changes in the weather?	Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate? Can they observe features in the environment and explain that these are related to a specific season? Can they talk about weather variation in different parts of the world?	
History	A1 Can they put up to three objects in chronological order (recent history)? A10 Can they use the words before and after correctly? A3Can they tell me about things that happened when they were little? A4 Can they recognise that a story that is read to them may have happened a long time ago? A6 Can they retell a familiar story set in the past? A7 Can they explain how they have changed since they were born? A9 Can they use words and phrases like: very old, when mummy and daddy were little? B1 Do they appreciate that some famous people have helped our lives be better today? C2 Can they spot old and new things in a picture?		A11 Can they say why they think a story was set in the past? A2 Can they use words and phrases like: old, new and a long time ago? A8 Can they put up to five objects/events in chronological order (recent history)? B3 Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? B4 Can they begin to identify the main differences between old and new objects? B5 Can they identify objects from the past, such as vinyl records? B7 Can they tell us about an important historical event that happened in the past? C1 Can they ask and answer questions about old and new objects? C3 Can they answer questions using a artefact/ photograph provided? C4 Can they give a plausible explanation about what an object was used for in the past? C5 Can they answer questions using a range of artefacts/ photographs provided? C6 Can they find out more about a famous person from the past and carry out some research on him or her?	B1 Do they appreciate that some famous people have helped our lives be better today? B2 Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?	B9 Do they know who will succeed the queen and how the succession works?	A5 Do they know that some objects belonged to the past? B2 Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? B4 Can they begin to identify the main differences between old and new objects? B6 Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? B8 Can they explain differences between past and present in their life and that of other children from a different time in history?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	Can they say what they like about their locality? Can they sort things they like and don't like?	Can they answer some questions using different resources, such as books, the internet and atlases? Can they identify the four countries making up the United Kingdom?	Can they think of a few relevant questions to ask about a locality? Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? Can they name some of the main towns and cities in the United Kingdom? Can they name a few towns in the south and north of the UK?	Can they answer questions about the weather? Can they keep a weather chart? Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow? Can they explain how the weather changes with each season? Can they begin to explain why they would wear different clothes at different times of the year?	Can they explain the main features of a hot and cold place? Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? Can they tell something about the people who live in hot and cold places? Can they point out where the equator, north pole and south pole are on a globe or atlas?	Can they tell someone their address? Can they name different jobs that people living in their area might do?
MFL	Do they understand simple classroom commands?			Can they copy a single word correctly? Can they label items?	Can they choose the right words to complete a phrase? Can they choose the right words to complete a short sentence?	
Art	Can they communicate something about themselves in their drawing? Can they draw using pencil and crayons?	Can they create moods in their drawings? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? Can they communicate something about themselves in their painting? Can they create moods in their painting? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they add texture by using tools? Can they cut, roll and coil materials such as clay, dough or plasticine?	Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?	Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	Can they name the primary and secondary colours? Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern? Can they make different kinds of shapes? Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread?
DT			Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? Can they explain what they are making? Can they explain which tools are they using? Can they describe how something works? Can they talk about their own work and things that other people have done? Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts? Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes?	Can they describe how different textiles feel? Can they make a product from textiles by gluing?	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Talk about the fact that Christians believe in God and follow the example of Jesus Recognise some Christian symbols and images used to express ideas about God (A3) Talk about simple ideas about Christian beliefs, God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2) Ask some questions about believing in God and offer some ideas of their own (C1) Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).	Make links between what Jesus taught and what Christians believe and do (A2) Respond thoughtfully to a piece of Christian music and bible text that inspired it.(B1) Ask some questions about believing in God and offer some ideas of their own (C1) Identify a special time they celebrate and explain simply what a celebration is (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion (B1) Identify some similarities and differences between the celebrations studied		Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify some similarities and differences between ceremonies studied (B3). Identify a special time they celebrate and explain simply what a celebration is (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3).		Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify some similarities and differences between ceremonies studied (B3). Respond to examples of co-operation between different people (C2) Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1).
Music		Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Can they clap short rhythmic patterns? Do they look at their audience when they are performing? Can they copy sounds? Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated? Can they make different sounds with their voice? Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds?		Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing? Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?	Use the voice and body to create musical patterns. Explore sound as a means of expressing imaginative ideas/ Recreate sounds from familiar experiences. Participate in performing and creating music both individually and collectively. Create their own basic musical instruments.	Can they show sounds by using pictures? Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?
Computing	Can they create a simple series of instructions - left and right? Do they understand forwards, backwards, up and down? Can they begin to plan and test a Bee-bot journey?	Can they capture images with a camera? Can they record a sound and play it back? Can they word process ideas using a keyboard?	Can they enter information into a template to make a graph? Do they recognise what an email address looks like? Can they use the spacebar, back space, enter, shift and arrow keys?	Can they print out a photograph from a camera with help? Have they joined in sending a class email? Can they use the @ key and type an email address? Can they print out a page from the internet? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class?	Can they use a teacher prepared photo story to create a slideshow of photos	Can they record pupils' voices as a voice over? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE/RSE	I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend to me is I know appropriate ways of physical contact to greet my friends and which ways I prefer I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me I can identify similarities between people in my class. I can identify differences between people in my class I know that it is good to make friends that are different from me I can tell you some ways I am different from my friends I understand the rights and responsibilities as a member of my class. I know my views are valued and can contribute I can tell you how my body has changed since I was a baby.	I can recognise the choices I make and understand the consequences. I can tell you about changes that have happened in my life.	I understand how to work well with a partner I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy		I know how to keep myself clean and healthy, and understand how germs cause disease/illness I understand that medicines can help me if I feel poorly and know how to use them safely I can identify the parts of a body that make boys different to girls and can use the correct names for these. I can discuss my worries and the things I am looking forward to about being in Year 2.
PE	Can they describe how their body feels before, during and after an activity?	Can they throw underarm? Can they move and stop safely? Can they throw in different ways? Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?		Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Can they hit a ball with a bat?	Can they kick in different ways?	
Trips/Visits						
Important Days						
Esafety						
Careers						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transdisciplinary Theme	Who We Are	How We Express Ourselves	Where We Are in Place and Time	How the World Works	Sharing the Planet	How We Organise Ourselves
Theme description				the interaction between the natural world (physical and biological) and human societies		
Central idea	Communities promote relationships, values and responsibilities to support those living in them.	Celebrations and traditions show what a culture values	The impact of fire motivates changes to the infrastructure of society.	All Living things go through a process of change.	Humans make choices that may have consequences on the opportunities of others.	Living things must adapt in order to survive in natural systems
Key Concepts	Form (What is it like?) Function (How does it work?) Responsibility? (What is our responsibility?	Perspective, Connection and Form	Change, Responsibilty and Causation	Change, Connection, Responsibilty, Form	Responsibility, Causation, Connection, Perspective	Function, Change and Responsibility
Related Concepts	Community, self, relationships, connections, rules, responsibilities	tradition, culture, belonging, beliefs, cultures, traditions, differences, values	Responsibility, sustainability, technology	Growth, communication, change, location	Equality, diversity, change, progress, wealth, poor, poverty	Systems, Change, Adapt,Survive, Protect, Habitats
Lines of inquiry	An inquiry into what a community is - FORM An inquriy into how rules and reposnsibiities support a commninity - FUNCTION An inquiry into how communities support living things . - RESPONSIBILITIES	An inquiry into what a culture is and their importance An inquiry into what celebration and traditions are. An inquiry into how celebrations and traditions connect people around the world.	An inquiry into the cause and effects of fire. An inquiry into how we can learn from the past to improve for the future. An inquiry into a sustainable future.	An inquiry into the life cycle of living things. An inquiry into how living things change over their lifetime. An inquiry into how weather can impact the growth of living things.	An inquiry into how individuals can impact the lives of others (causation) An inquiry into how the past can connect and make changes for the future (connection) An inquiry into how individuals and groups can lead to diversity across society. (responsibility/perspective)	An inquiry into how the needs of living things can impact on life chances FUNCTION An inquiry into the natural systems and how they adapt CHANGE An inquiry into the interconnectedness of natural systems around the world. RESPONSIBILITY
Multi structural						
Relational						
Extended abstract						
SDGs						
Key text	Burglar Bill The Day the Crayons Quit The Magic Pencil					
Exit point - involving parents/community						
Phonics						
English Writing					NCR on Queen Victoria Letter Dickens - Oliver Twist	Diary - polar expedition NCR - habitats or animals
English Reading						
English Speaking & Listening						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	**Place Value** Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Tens and ones with a part whole model. Tens and ones using addition. Use a place value chart. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s. **Addition and Subtraction** Fact families Addition and subtraction bonds to 20. Check calculations. Compare number sentences. Related facts. Bonds to 100 (tens). Add and subtract 1s. 10 more and 10 less. Add and subtract 10s. Add a 2 digit and 1 digit number crossing ten.	**Addition and Subtraction (cont)** Subtract a 1 digit number from a 2 digit number crossing 10. Add two 2 digit numbers not crossing ten add ones and add tens. Add two 2 digit numbers crossing ten add ones and add tens. Subtract a 2 digit number from a 2 digit number not crossing ten. Subtract a 2 digit number from a 2 digit number crossing ten subtract ones and tens. Bonds to 100 (tens and ones). Add three 1 digit numbers. **Money** Count money pence. Count money pounds (notes and coins). Count money notes and coins. Select money. Make the same amount. Compare money. Find the total. Find the difference. Find change. Two step problems. **Multiplication and Division** Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures. Use arrays. 2 times table. 5 times table. 10 times table.	**Multiplication and Division** Make equal groups sharing. Make equal groups grouping. Divide by 2. Odd and even numbers. Divide by 5. Divide by 10. **Statistics** Make tally charts. Draw pictograms (1 1). Interpret pictograms (1 1). Draw pictograms (2, 5 and 10). Interpret pictograms (2, 5 and 10). Block diagrams. **Properties of Shapes** Recognise 2D and 3D shapes. Count sides on 2D shapes. Count vertices on 2D shapes. Draw 2D shapes. Lines of symmetry. Sort 2D shapes. Make patterns with 2D shapes.	**Properties of Shapes (cont)** Count faces on 3D shapes. Count edges on 3D shapes. Count vertices on 3D shapes. Sort 3D shapes. Make patterns with 3D shapes. **Fractions** Make equal parts. Recognise half. Find half. Recognise quarter. Find a quarter. Recognise a third. Find a third. Unit fractions. Non0unit fractions. Equivalence of ½ and ²/₄. Find three quarters. Count in fractions. **Length and Height** Measure length (cm). Measure length (m). Compare lengths. Order lengths. Four operations with lengths.	**Position and Direction** Describing movement. Describing turns. Describing movement and turns. Making patterns with shapes. **Problem solving and efficient methods**	**Time** Describing movement. Describing turns. Describing movement and turns. O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time. **Mass. Capacity and Temperature** Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature.

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Science	Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? Can they suggest more than one way of grouping animals and plants and explain their reasons? Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring which grow into adults?		Can they use text, diagrams, pictures, charts, tables to record their observations? Can they describe the simple physical properties of a variety of everyday materials? Can they compare and group together a variety of materials based on their simple physical properties? Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? Can they sort materials into groups and say why they have sorted them in that way? Can they say which materials are natural and which are man made? Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? Can they explain how materials are changed by bending, twisting and stretching?	Can they compare several things? Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? Can they use prompts to find things out? Can they say whether things happened as they expected and if not why not? Can they find simple patterns (or associations)? Can they measure using simple equipment? Can they use information from books and online information to find things out? Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans? Can they decide whether something is living, dead or non-living? Can they describe how plants and animals are suited to their habitat? Can they name some characteristics of an animal that help it to live in a particular habitat? Can they describe what animals need to survive and link this to their habitats? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans for survival? (water, food, air) Can they describe why exercise, balanced diet and hygiene are important for humans? Can they describe what plants need to survive? Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? Can they describe what plants need to survive and link it to where they are found? Can they explain that plants grow and reproduce in different ways? Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?	**Vehicles moving on different surfaces** Can they explain how things move on different surfaces? Can they explain how materials are changed by heating and cooling?	**Living things and habitats** **Animals - recap** **Food and basic needs - recap** **Living processes - recap** Can they match certain living things to the habitats they are found in? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats?

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History	Can they use words and phrases like: before I was born, when I was younger? Can they sequence events about the life of a famous person? Can they explain why someone in the past acted in the way they did?	**Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?** **Can they use the words 'past' and 'present' accurately?** **Can they use a range of appropriate words and phrases to describe the past?** **Can they sequence a set of events in chronological order and give reasons for their order?** **Can they try to work out how long ago an event happened?** **Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?** **Can they explain why eye-witness accounts may vary?**		Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they say at least two ways they can find out about the past, for example using books and the internet?	**Queen Victoria and British Empire** **Link to Queen ELizabeth II - Queens Jubilee - LAT event** Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about their own life? Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they explain how their local area was different in the past? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? Can they explain what is meant by a democracy and why it is a good thing? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	**Research event - polar exhibitions** Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
Geography	Can they describe some physical features of their own locality? Can they describe some human features of their own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Can they explain what facilities a town or village might need?	Can they name the continents of the world and find them in an atlas? Can they name the major cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK?		Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking some relevant questions to someone else? Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? Can they describe some places which are not near the school? Can they explain how the weather affects different people? Can they point out the North, South, East and West associated with maps and compass?	**British Empire** Can they say what they like and don't like about their locality and another locality like the seaside? Can they explain what makes a locality special? Can they describe a place outside Europe using geographical words? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? Can they find the longest and shortest route using a map? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?	**Habitats - polar regions - maps** **Label photos and features** Can they describe some of the features associated with an island? Do they think that people try to make the area better? How? Can they locate some of the world's major rivers and mountain ranges?
MFL	Do they understand a range of familiar statements?	Do they understand a range of familiar questions? Can they give short and simple responses to what they see and hear? Can they use (set) phrases?	Can they name and describe objects? Can they read and understand short phrases? Can they read aloud single words and phrases?			
Art	Can they begin to demonstrate their ideas through photographs and in their sketch books?	**Can they make a clay pot? Can they join two finger pots together?** **Can they add line and shape to their work?** **Can they join fabric using glue?**	Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer?	Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Do they keep notes in their sketch books as to how they have changed their work? Can they create a picture independently? Can they use simple IT mark-making tools, e. g.brush and pen tools? Can they edit their own work? Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?	**William Morris** Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer? Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage?	**Landscapes** Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?

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DT			Can they think of ideas and plan what to do next? Can they describe their design by using pictures, diagrams, models and words? Can they join things (materials/ components) together in different ways? Can they explain what went well with their work? If they did it again, can they explain what they would improve? Can they measure materials to use in a model or structure? Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they consider how to improve their construction?	Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? Pupils should be taught to use the basic principles of a healthy and varied diet to prepare dishes Pupils should be taught to understand where food comes from.	**Moving Vehicles** Can they join materials together as part of a moving product? Can they add some kind of design to their product? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? Can they incorporate some type of movement into models? Can they consider how to improve their construction?	**Landscapes** Can they measure textile? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile? Can they consider how to improve their construction?
RE		Identify a special time they celebrate and explain simply what a celebration is (A1). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Identify some similarities and differences between the celebrations studied. Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1) Talk about how religions teach that people are valuable, giving simple examples (B1). Talk about the issues of good and bad, right and wrong arising from the stories (C3).		Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion (B1).	**Eid** Recognise that some people believe that God created the world so we should look after it. Re-tell Bible stories and stories from another faith about caring for others and the world (A2) Identify the ways that some people make a response to God by caring for others and the world (B1). Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad and identify some ways Muslims mark Ramadan and celebrate Eid-Ul- Fitr (A1). Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99names of Allah (A1). Retell a story about the life of Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Make links between what the Holy Qu'ran says and how Muslims behave (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-Ul-Fitr and how this might make them feel (B1)	Talk about some texts from different religions that promote the 'Golden rule', and think about what would happen if people followed this rule more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1) Answer the title question thoughtfully, in the light of their learning in this unit (C1). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).
Music		Do they sing and follow the melody (tune)? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?		Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Can they listen out for particular things when listening to music?	**Victorian composers** Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song?	**Performing** Can they play simple rhythmic patterns on an instrument? **Appraising** Can they improve their own work? Can they listen out for particular things when listening to music? Do they recognise sounds that move by steps and by leaps?

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Computing	Can they click links in a website?	Can they follow the school's safer internet rules? Can they use the search engines agreed by the school?	Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they use a password to access the secure network?	Can they word process a piece of text? Can they create a presentation in a small group and record the narration? Can they record sounds into software and playback? Can they insert prerecorded sounds into a presentation?	**Research skills - presenting** **E-Safety and Knowledge** Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet?	**Dear Greenpeace** **Communicating** Can they send and reply to messages sent by a safe email partner (within school)? **Data Retrieving & Research** Can they print a web page to use as a resource? E safety and Knowledge Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? **E-Safety Skills** Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it?
PSHE/RSE	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I can recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for the people in my special relationships. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I can recognise what is right and wrong and know how to look after myself. I know some ways to make friends. I can tell you some ways I am different from my friends. I understand the rights and responsibilities for being a member of my class and school. . I can listen to other people and contribute my own ideas and rewards and consequences. I understand how to follow the class rules and they will help me and others learn. I can recognise the choices I make and understand the consequences. I know about road/fire safety and how to ask for help I can tell you about the natural process of growing from young to old and understand that this is not my control. I can recognise how my body has changed since being a baby and where I am on the continuum from young to old.	I can identify some of the things that cause conflict with my friends. I understand that bullying is sometimes about difference.	I can persevere even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can work cooperatively in a group to create an end product. I can explain some of the ways I worked in a group to create the end product. I understand that bullying is sometimes about difference.	I know what I need to keep my body healthy (eating, rest, exercise affects weight, mood and ability to learn). I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body I can recognise the physical differences between girls and boys, use the correct names for parts and appreciate that some parts of my body are private. I can tell you about changes that have happened in my life.	**Democracy** I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I can show or tell what relaxed means and I know somethings that make me feel relaxed and some that make me feel stressed.	**Transition to Yr 3** I can choose a realistic goal and think about how to achieve it. I know how to share success with other people. I can identify what I am looking forward to when I am in year 3 and changes I might make. I can discuss my worries and the things I am looking forward to about being in Year 2.
PE	Can they copy and remember actions? Can they repeat and explore actions with control and coordination? Can they talk about what is different between what they did and what someone else did? Can they plan and show a sequence of movements? Can they work on their own and with a partner to create a sequence?	Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination?	Can they use hitting, kicking and/or rolling in a game? Can they use one tactic in a game? Can they use contrast in their sequences?	Can they say how they could improve? Can they explain what their body needs to keep healthy? Can they make a sequence by linking sections together? Can they link some movements to show a mood or feeling? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules"?	**Games** Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they follow rules?	Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game?
Trips/Visits						
Important Days					Victorian Dress Up Day	
Esafety						
Careers						

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Transdisciplinary Theme	Who We Are	How We Express Ourselves	Where We Are in Place and Time	How the World Works	Sharing the Planet	How We Organise Ourselves
Theme description		the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	the discoveries, explorations and migrations of humankind	the interaction between the natural world (physical and biological) and human societies		
Central idea	Humans can be classified according to their differences and similarities	Light may be used to express ideas and celebrate cultural events.	Civilisation may have changed over time.	Forces and movement can cause a process of cause and effect.	Plants are a life sustaining resource to us and may influence societies differently. Plants are a life sustaining resource and if taken away, can impact the natural world.	Technology and communication may impact our way of life
Key Concepts	Function (How does it work?) Causation (Why is it like that?) Perspective (What are the points of view?	Function, Connection, Form	Change, Causation, Form	Connection, Causation, Form	Function	Function, Connection, Perspective
Related Concepts	Health Living things Growth Identity Classification	Creativity, Culture, Religion, Light	History, Past Civilisation	Cause and effect, change, forces, weather	Growth, adaptation, interdependence, lifecycles	
Lines of inquiry	An inquiry into what makes me a human. An inquiry into how humans classify themselves An inquiry into human cultures within the UK and countries around the world	An inquiry into the understanding of light and shadow. An inquiry into how light is used within different cultures. An inquiry into the connection between light and religion.	An inquiry into how periods of time are categorised. An inquiry into how people from the past survived An inquiry into the comparison between past and present civilisations	An inquiry in the exploration of natural disasters and what they are An inquiry into the connections between rocks, forces and natural disasters. An inquiry into the impact of natural disasters and how they can affect lives .	An inquiry into the lifecycle of plants and what they need for growth An inquiry into how the weather of other countries impacts what resources we can grow An inquiry into the different ways that plants may be used	An inquiry into the exploration of different forms of communication over time An inquiry into the impact of different forms of communication An inquiry into people's views and opinions with using technology to communicate with each other
Multi structural						
Relational						
Extended abstract						
SDGs						
Key text	Iron Man-human features The Wild Robot. Dollar Street					
Exit point - involving parents/community						
Phonics						
English Writing						
English Reading						
English Speaking & Listening						
Maths	**Place Value** Hundreds. Represent numbers to 1,000. 100s, 10s and 1s (1). 100s, 10s and 1s (2). Number line to 1,000. Find 1, 10, 100 more or less than a given number. Compare objects to 1,000. Compare numbers to 1,000. Order numbers. Count in 50s. **Addition and Subtraction** Add and subtract multiples of 100. Add and subtract 3 digit numbers and ones not crossing 10. Add 3 digit and 1 digit numbers crossing 10. Subtract a 1 digit number from a 3 digit number crossing 10. Add and subtract 3 digit numbers and tens not crossing 100. Add a 3 digit number and tens crossing 100. Add and subtract 100s. Spot the pattern making it explicit.	**Addition and Subtraction (cont)** Add and subtract a 2 digit and 3 digit number not crossing 10 or 100. Add a 2 digit and 3 digit number crossing 10 or 100. Subtract 2 digit number from a 3 digit number cross the 10 or 100. Add two 3 digit numbers not crossing 10 or 100. Add two 3 digit numbers crossing 10 or 100. Subtract a 3 digit number from a 3 digit number no exchange. Subtract a 3 digit number from a 3 digit number exchange. Exchange answers to calculations. Check. **Multiplication and Division** Multiplication equal groups. Multiplying by 3. Dividing by 3. The 3 times table. Multiplying by 4. Dividing by 4. The 4 times table. Multiplying by 8. Dividing by 8. The 8 times table.	**Multiplication and Division** Comparing statements. Related calculations. Multiply 2 digits by 1 digit (1). Multiply 2 digits by 1 digit (2). Divide 2 digits by 1 digit (1). Divide 2 digits by 1 digit (2). Divide 2 digits by 1 digit (3). Scaling. How many ways? **Money** Pounds and pence. Converting pounds and pence. Adding money. Subtracting money. Giving change. **Statistics** Pictograms. Bar charts. Tables.	**Length and Perimeter** Measure length. Equivalent lengths m & cm. Equivalent lengths mm & cm Compare lengths. Add lengths. Subtraction lengths. Measure perimeter. Calculate perimeter. **Fractions** Unit and non unit fractions. Making the whole. Tenths. Count in tenths. Tenths as decimals. Fractions of a number line. Fractions of a set of objects (1). Fractions of a set of objects (2). Fractions of a set of objects (3).	**Fractions** Equivalent fractions (1), Equivalent fractions (2). Equivalent fractions (3). Compare fractions. Order fractions. Add fractions. Subtract fractions. **Measurement and Time** Months and years. Hours in a day. Telling the time to 5 minutes. Telling the time to the minute. AM and PM. 24 hour clock. Finding the duration. Comparing the duration. Start and end times. Measuring time in seconds.	**Property of Shapes** Turns and angles. Right angles in shapes. Compare angles. Draw accurately. Horizontal and vertical. Parallel and perpendicular. Recognise and describe 2D shapes. Recognise and describe 3D shapes. Make 3D shapes. **Mass and Capacity** Measure mass (1). Measure mass (2). Compare mass. Add and subtract mass. Measure capacity (1). Measure capacity (2). Compare capacity. Add and subtract capacity.

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Science	Can they explain the importance of a nutritionally balanced diet? Can they describe how nutrients, water and oxygen are transported within animals and humans? Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? Can they describe and explain the skeletal system of a human? Can they describe and explain the muscular system of a human? Can they explain how the muscular and skeletal systems work together to create movement? Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive?	Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc) Can they describe what they have found using scientific language? Can they recognise that they need light in order to see things? Can they recognise that dark is the absence of light? Can they notice that light is reflected from surfaces? Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? Can they find patterns in the way that the size of shadows change? Can they explain why lights need to be bright or dimmer according to need? Can they explain the difference between transparent, translucent and opaque? Can they explain why lights need to be bright or dimmer according to need? Can they explain why their shadow changes when the light source is moved closer or further from the object?	Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?	Can they compare and group together different rocks on the basis of their appearance and simple physical properties? Can they describe and explain how different rocks can be useful to us? Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? Can they recognise that soils are made from rocks and organic matter? Can they classify igneous and sedimentary rocks? Can they begin to relate the properties of rocks with their uses? Can they compare how things move on different surfaces? Can they observe that magnetic forces can be transmitted without direct contact? Can they observe how some magnets attract or repel each other? Can they classify which materials are attracted to magnets and which are not? Can they classify which materials are attracted to magnets and which are not? Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? Can they identify some magnetic materials? Can they describe magnets have having two poles (N & S)? Can they predict whether two magnets will attract or repel each other depending on which poles are facing? Can they investigate the strengths of different magnets and find fair ways to compare them?	Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? Can they explain how they vary from plant to plant? Can they investigate the way in which water is transported within plants? Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?	

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History			Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they set out on a timeline, within a given period, what special events took place? Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they, through research, identify similarities and differences between given periods in history? Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Can they use their mathematical knowledge to work out how long ago events would have happened? Can they use various sources of evidence to answer questions? Can they use their 'information finding' skills in writing to help them write about historical information? Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly? Can they research a specific event from the past?	Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?	The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
Geography	Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe physical features in a locality? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they name a number of countries in the Northern Hemisphere? Can they name and locate some well-known European countries? Can they name the two largest seas around Europe?			Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they explain why a locality has certain physical features? Can they describe how volcanoes have an impact on people's lives? Can they explain how people's lives vary due to weather? Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe? Can they name the two largest seas around Europe?	Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km? Can they work out how long it would take to get to a given destination taking account of the mode of transport? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own?	
MFL		Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage?	Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response?	Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?		

9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they use the web to research an artist or style of art?	**Can they create pop-ups?** **Can they cut very accurately?** **Can they compare the work of different artists?** **Can they explore work from other cultures?**	Can they experiment using different colours? Can they use montage? Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? Can they explore work from other periods of time? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?	Can they create a background using a wash? Can they use a range of brushes to create different effects? Can they make notes in their sketch books about techniques used by artists?	Can they make a printing block? Can they make a 2 colour print?	Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work? Can they add texture to a piece of work? Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
DT		Can they show that their design meets a range of requirements? Can they describe their design using an accurately labelled sketch and words? Can they choose the right ingredients for a product? Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques?	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? How realistic is their plan? Can they use equipment and tools accurately? Can they explain what they changed which made their design even better? Can they use equipment safely?	Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?	Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?	
RE		Re-tell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Identify beliefs about God that held by Christians, Hindus and/or Muslims (B1) Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe God (B1). Identify some similarities and differences between ideas about what God is like in different religions (B3). Ask questions and suggest some of their own responses to ideas about God (C1). Discuss and present their own ideas about why there are so many ideas about God and express their own understanding of God through words, symbols and art (C1). Describe what some believers do when they pray (A1). Describe the practice of prayer in the religions studied (A2). Make connections between what people believe and what people do when they pray (A3). Consider and evaluate the significance of prayer in the lives of people today. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Explain similarities and differences between how people pray (B3).		Identify and name examples of what Christians have and do in their families and at a church to show their faith (A3). Describe some examples of what Christians do to show their faith and what, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs. Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. Discuss links between the actions of Christians helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).		
Music		Do they sing in tune with expression? Do they control their voice when singing? Can they use different elements in their composition? Do they understand how the use of tempo can provide contrast within a piece of music? Can they use musical words (the elements of music) to describe a piece of music and compositions?	Can they play clear notes on instruments? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling? Do they understand metre in 2 and 3 beats; then 4 and 5 beats?	Can they work with a partner to create a piece of music using more than one instrument? Can they create repeated patterns with different instruments? Can they improve their work; explaining how it has improved?		Can they compose melodies and songs? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer? Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?

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Computing		Can they experiment with variables to control models? Can they use repeat command in logo to create a pattern? Can they use the email address book? Can they open and send an attachment? Can they search for an image, then copy and paste it into a document? Can they use 'Save picture as' to save an image to the computer? Can they copy and paste text into a document? Can they search by keyword using a child friendly search engine? Can they bookmark a page into your favourites? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?	Have they experienced downloading images from a camera into files on the computer? Can they use photo editing software to crop photos and add effects? Do they begin to use note making skills to decide what text to copy? Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?	Can they find relevant information by browsing a menu.	Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Can they use a branching database? Can they create a presentation that moves from slide to slide and is aimed at a specific audience? Can they combine text, images and sounds and show awareness of audience? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?	Can they use 90 degree and 45 degree turns? Can they give an on-screen robot directional instructions? Can they draw a square, rectangle and other regular shapes on screen, using commands? Can they write more complex programs? Can they review images on a camera and delete unwanted images? Can they contribute to a class blog? Do they understand that copyright exists on most digital images, video and recorded music?
PSHE/RSE	H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	R11. to work collaboratively towards shared goals R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H14. to recognise when they need help and to develop the skills to ask for help; 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PE	Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve? Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance? Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?	Can they explain how their work is similar and different from that of others?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?	With help, do they recognise how performances could be improved? Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance?	Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences?	
Trips/Visits						
Important Days						
Esafety						
Careers						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transdisciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	Where We Are in Place and Time	Sharing the Planet	How We Organise Ourselves
Theme description		the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	the natural world and its laws			
Central idea	Maintaining health in various aspects of our lives may enrich our well-being.	The culture and values of modern Britain are greatly influenced by diversity and integration.	Humanity may have a direct impact on the environment in both a positive and negative way.	The everyday world may largely be a consequence of electrical charge	Through embracing various cultural practises society may become more tolerant	Collecting and analysing data may allow society to implement systemic changes
Key Concepts	Form (What is it like?) Causation (Why is it like that?) Responsibility? (What is our responsibility?	Change, Perspective, Connection	Function, Connection, Form	Function, connection, causation	Function, Change, Perspective	Function, responsibility, form
Related Concepts	Health Change Relationships	Religion, Community, Social Growth, Rules, Culture, Beliefs	Differences , Classification, Discovery, Similarities, Differences, Structure	Uses, technology, electricity, human geography	Expression, communication, perspectives, culture	Data processing, organisation, measuring
Lines of inquiry	An inquiry into what one means by religious health - FORM An inquiry into ways we may look after our mental well-being - RESPONSIBILITY An inquiry into how athletes maintain their physical health - CAUSATION	An inquiry into how a country's history informs its culture. An inquiry into how one's spirituality may influence their values. An inquiry into why there is diversity of belief in the same community.	An inquiry into the structure of the food chain and where humans fit into it. An inquiry into what characteristics are used to group living and non-living things. An inquiry exploring the impact of human development on the natural world.	An inquiry into the different ways electricity may be generated An inquiry into what the functions of electricity may be An inquiry into the potential impact of electricity on human geography	An inquiry into how cultures may overlap globally An inquiry exploring the ways art may communicate culture An inquiry evaluating how religion may impact culture	An inquiry into the ways that data may be collected An inquiry evaluating the effectiveness of different data presentations An inquiry into how data results may be used
Multi structural						
Relational						
Extended abstract						
SDGs						
Key text	Poetry Picture books					
Exit point - involving parents/community						
Phonics						
English Writing						
English Reading						
English Speaking & Listening						
Maths	**Place Value** Roman numerals to 100. Round to the nearest 10. Round to the nearest 100. Count in 10,000s. 1,000s, 100s, 10s and 1s. Partitioning. Number line to 10,000. 1,000 more or less. Compare numbers. Order numbers. Round to the nearest 1,000. Count in 25s. Negative numbers. **Addition and Subtraction** Add and subtract 1s, 10s, 100s and 1000s. Add two 4 digit numbers no exchange. Add two 4 digit numbers one exchange. Add two 4 digit numbers more than one exchange. Subtract two 4 digit numbers no exchange. Subtract two 4 digit numbers one exchange.	**Addition and Subtraction (cont)** Subtract two 4 digit numbers more than one exchange. Efficient subtraction. Estimate answers. Checking strategies. **Length and Perimeter** Kilometres. Perimeter on a grid. Perimeter of a rectangle. Perimeter of rectilinear shapes. **Multiplication and Division** Multiply by 10. Multiply by 100. Divide by 10. Divide by 100. Multiply by 1 and 0. Divide by 1. Multiply and divide by 6. 6 times table and division facts. Multiply and divide by 9. 9 times table and division facts. Multiply and divide by 7. 7 times table and division facts.	**Multiplication and Division** 11 and 12 times table. Multiply 3 numbers. Factor pairs. Efficient multiplication. Written methods. Multiply 2 digits by 1 digit. Multiply 3 digits by 1 digit. Divide 2 digits by 1 digit (1). Divide 2 digits by 1 digit (2). Correspondence problems. **Area** What is area? Counting squares Making shapes. Comparing area. **Fractions** What is a fraction? Equivalent fractions (1) Equivalent fractions (2). Fractions greater than 1. Count in fractions.	**Fractions (cont)** Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. Calculate fractions of a quantity. Problem solving calculate quantities. **Decimlas** Recognise tenths and hundredths. Tenths as decimals. Tenths on a place value grid. Tenths on a number line. Divide 1 digit by 10. Divide 2 digits by 10. Hundredths. Hundredths as decimals. Hundredths on a place value grid. Divide 1 or 2 digits by 100.	**Decimals** Make a whole. Write decimals. Compare decimals. Order decimals. Round decimals. Halves and quarters. **Money** Pounds and pence. Ordering amounts of money. Using rounding to estimate money. Four operations. **Time** Hours, minutes and seconds. Years, months, weeks and days. Analogue to digital 12 hour. Analogue to digital 24 hour. **Statistics** Interpret charts. Comparison, sum and difference.	**Statistics (cont)** Introducing line graphs. Line graphs **Property of Shape** Identify angles. Compare and order angles. Triangles. Quadrilaterals. Lines of symmetry. Complete a symmetric figure **Position and Direction** Describe position. Draw on a grid. Move on a grid. Describe a movement on a grid.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Can they identify and name the basic parts of the digestive system in humans? Can they describe the simple functions of the basic parts of the digestive system in humans? Can they identify the simple function of different types of teeth in humans? Can they compare the teeth of herbivores and carnivores?		Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey? Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive? Can they recognise that living things can be grouped in a variety of ways? Can they explore and use a classification key to group, identify and name a variety of living things? Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) Do they recognise that environments can change and this can sometimes pose a danger to living things? Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)	Can they describe a range of sounds and explain how they are made? Can they compare sources of sound and explain how the sounds differ? Can they investigate how different materials can affect the pitch and volume of sounds? Can they identify common appliances that run on electricity? Can they construct a simple series electric circuit? Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery? Can they recognise that a switch opens and closes a circuit? Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? Can they recognise some common conductors and insulators? Can they associate metals with being good conductors? Can they explain how a bulb might get lighter? Can they recognise if all metals are conductors of electricity? Can they work out which metals can be used to connect across a gap in a circuit? Can they explain why cautions are necessary for working safely with electricity?		Can they set up a simple fair test to make comparisons? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? Can they make accurate measurements using standard units? Can they explain their findings in different ways (display, presentation, writing)? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings? Can they identify differences, similarities or changes related to simple scientific ideas or processes? Can they report findings from investigations through written explanations and conclusions? Can they use a graph or diagram to answer scientific questions? Can they compare and group materials together, according to whether they are solids, liquids or gases? Can they explain what happens to materials when they are heated or cooled? Can they measure or research the temperature at which different materials change state in degrees Celsius? Can they use measurements to explain changes to the state of water? Can they identify the part that evaporation and condensation has in the water cycle? Can they associate the rate of evaporation with temperature? Can they group and classify a variety of materials according to the impact of temperature on them? Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? Can they relate temperature to change of state of materials? Can they associate some sounds with something vibrating? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to a ear? Can they find patterns between the pitch of a sound and features of the object that produce it? Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? Can they recognise that sounds get fainter as the distance from the sound source increases? Can they explain how you could change the pitch of a sound? Can they explain why sound gets fainter or louder according to the distance? Can they explain how pitch and volume can be changed in a variety of ways? Can they work out which materials give the best insulation for sound?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	Can they place periods of history on a timeline showing periods of time? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? a study of Greek life and achievements and their influence on the western world.	Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they explain how events from the past have helped shape our lives? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Can they give more than one reason to support an historical argument? Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne		Plot recent history on a timeline Building up a picture of main events that impacted Britain/the world during different centuries Recognising lives of poor people v different to that of poor people Present an aspect of history that the children have researched (Industrial Revolution)		Can they plot recent history on a timeline using centuries? Can they use their mathematical skills to round up time differences into centuries and decades? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Do they recognise that the lives of wealthy people were very different from those of poor people? Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Geography		Do they know the difference between the British Isles, Great Britain and UK?		Can they carry out a survey to discover features of cities and villages? Can they label the same features on an aerial photograph as on a map? Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? Can they give accurate measurements between 2 given places within the UK? Can they describe the main features of a wellknown city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? Can they explain how a locality has changed over time with reference to physical features? Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features? Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved? Can they explain how people are trying to manage their environment? Can they name up to six cities in the UK and locate them on a map? Can they name some main towns and cities	Can they find the same place on a globe and in an atlas? Can they plan a journey to a place in England? Can they name the areas of origin of the main ethnic groups in the UK & in their school?	Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the countries that make up the European Union? Can they locate and name some of the main islands that surround the UK? Can they name the counties that make up the home counties of London?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
MFL					Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?	
Art	Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they create all the colours they need? Can they create mood in their paintings? Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Do they keep notes about the purpose of their work in their sketch books? Can they experiment with different styles which artists have used? Can they explain art from other periods of history?		Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?	Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials?	Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project? Can they present a collection of their work on a slide show?	Can they use ceramic mosaic? Can they combine visual and tactile qualities?
DT	Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? How have they attempted to make their product strong?			Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others? Can they show a good level of expertise when using a range of tools and equipment? Have they thought of how they will check if their design is successful? Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way? Can they add things to their circuits? How have they altered their product after checking it? Are they confident about trying out new and different ideas? Can they measure carefully so as to make sure they have not made mistakes?	Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way? Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience?	
RE	Ask good questions about what Hindus do to show their faith (B1).	Explain similarities and differences between Hindu worship and worship in another religion tradition pupils have been taught (B3).			Describe how Christians celebrate Holy Week and Easter Sunday (B1). Give simple definitions of some key Christian terms 9e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, Incarnation, salvation – see unit L2.2), reflecting on why this inspires Identify the most important parts of Easter for Christians and say why they are important (B1). Describe some ways Hindus express their faith through puja, aarti and bhajans (A2)	

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Music	Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch?			Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	Can they improvise using repeated patterns? Can they use selected pitches simultaneously to produce simple harmony? Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance? Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast? Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they identify how a change in timbre can change the effect of a piece of music?	
Computing	Can they use a search engine to find a specific website? Can they use note-taking skills to decide which text to copy and paste into a document? Can they use tabbed browsing to open two or more web pages at the same time? Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Can they use animation in their presentation?	Can they open a link to a new window? Can they open a document (PDF) and view it? Do they follow the school's safer internet rules? Can they use different search engines?	Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Do they understand the need to keep personal information and passwords private? Do they understand that if they make personal information available online it may be seen and used by others? Do they know how to respond if asked for personal information or feel unsafe about content of a message? Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? Do they know how to report an incident of cyber bullying?	Can they choose images and download into a file? Can they download images from the camera into files on the computer? Can they copy graphics from a range of sources and paste into a desktop publishing program? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? Can they use strategies to verify information, e.g. crosschecking? Dot hey understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? Do they understand that copyright exists on most digital images, video and recorded music?	Can they use repeat instructions to draw regular shapes on screen, using commands? Can they experiment with variables to control models? Can they make turns specifying the degrees? Can they give an on-screen robot specific directional instructions that takes them from x to y? Can they make accurate predictions about the outcome of a program they have written? Can they capture images using webcams, screen capture, scanning, visualiser and internet? Can they use photo editing software to crop photographs and add effects? Do they appreciate the benefits of ICT to send messages and to communicate? Can they use the automatic spell checker to edit spellings? Can they insert sound recordings into a multi media presentation? Do they know the difference between online communication tools used in school and those used at home? Do they understand the need to develop an alias for some public online use? Do they understand that the outcome of internet searches at home may be different than at school? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new? Can they explain how to use email safely?	Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Do they recognise what a spread sheet is? Can they use the terms 'cells', 'rows' and 'columns'? Can they enter data, highlight it and make bar charts? Can they copy and paste the graph/bar chart and use it in a WP document?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE/RSE	I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (RECAP). I am able to judge what physical contact is acceptable or unacceptable and know how to respond. I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk I know what positively and negatively affects my physical, mental and emotional health (recognise anxiety, shame, pressure) I can make informed choices, recognising positive and negative consequences, and begin to understand a balanced lifestyle (obesity, dental health - tooth decay, regular vigorous exercise, bad food habits). I recognise when others actions make me feel inadequate and manage this with simple self care techniques. I know who to ask for help if I'm worried about my health. I can explain something that is unique about me.	I know how to recognise bullying and abuse in all its forms and problem solve a bullying situation with others I can explain why it is good to accept people for who they are. I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I know what being part of a community means, and about the varied institutions that support communities locally and nationally.	I know strategies for keeping safe online, protecting personal information and passwords (RECAP). I know about people who are responsible for helping me stay healthy and safe and how they can help me. (RECAP)	I can consider the lives of people living in other places and people with different values and customs (Link to inquiry or RE). I can differentiate between the terms risk, danger and hazard and know how to to manage situations with these. I understand school rules about health and safety, basic emergency first aid and how and where to get help I know how to recognise how increasing independence brings increased responsibility to keep myself and others safe.		I can work collaboratively towards shared goals and be resilient during this process I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords. I know strategies for keeping physically and emotionally safe, including road safety, fire and water safety (water is the focus). I know how to help people with asthma (First Aid Afternoon). I know about change, including transitions, loss, separation, divorce and bereavement (RECAP). I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.
PE	Can they explain why warming up is important? Can they explain why keeping fit is good for their health?	Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent? Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?	Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game?	Can they make up their own small-sided game? Can they catch with one hand? Can they throw and catch accurately? Can they throw in different ways? Can they hit a target?		Can they run over a long distance?
Trips/Visits						
Important Days						
Esafety						
Careers						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transdisciplinary Theme	Who We Are	How We Express Ourselves	Where We Are in Place and Time	How the World Works	Sharing the Planet	How We Organise Ourselves
Theme description		the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	the discoveries, explorations and migrations of humankind			
Central idea	Protecting and advocating for human rights is a shared responsibility.	People maintain beliefs and values through celebrations and traditions.	Human migration is a result of being pulled by opportunity or pushed by circumstance.	Advances in technology have enhanced our understanding of the Earth and its place in the universe.	Living things adapt to meet needs based on available resources.	Our food choices have an impact on the environment.
Key Concepts	Form (What is it like?) Causation (Why is it like that?) Responsibility? (What is our responsibility?	Perspective, Connection, Form	Functon, Change, Connection	Change, Perspective, Connection.		
Related Concepts	rights prejudice justice	Culture, Diversity, Values, Religion, Traditions	Living things and their habitats, water cycle, human geography, Industrial revolution, Refugees	Discovery, similarities, differences, human contact,		
Lines of inquiry	An inquiry into your rights and responsibilities. An inquiry into responsibiliies to others An inquiry into comparison of responsbilitites over time.	An inquiry into how people express beliefs and values through traditions. An inquiry into how people celebrate. Similarities and differences between various celebrations and traditions.	Reasons why people migrate. Migration creates challenges and opportunities. Migration through history.	There may be a relationship between Earth and the other celestial bodies in our universe. The impact of space exploration. The future of space travel may bring new opportunities.	Characteristics and needs within environments and habitats Relationships among living things Human impacts on the environment.	An inquiry into supply and demand. An inquiry into understanding where our food comes from. An inquiry into responsibilities of consumers.
Multi structural						
Relational						
Extended abstract						
SDGs						
Key text	poetry (Kenning) Non-fiction writing Letter writing					
Exit point - involving parents/community						
Phonics						
English Writing						
English Reading						
English Speaking & Listening						
Maths	**Place Value** Number to 10,000. Roman numerals to 1,000. Round to the nearest 10, 100 and 1000. Number to 100,000. Compare and order numbers to 100,000. Round numbers within 100,000. Numbers to a million. Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. Compare and order numbers to a million. Round numbers to a million. Negative numbers. **Addition and Subtraction** Add whole numbers with more than 4 digits (column method). Subtract whole numbers with more than 4 digits (column method). Round to estimate and approximate. Inverse operations (addition and subtraction). Multi step addition and subtraction problems. **Statistics** Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems.	**Statistics (cont)** Read and interpret tables. Two way tables. Timetables. **Multiplication and Division** Multiples. Factors. Common factors. Prime numbers. Square numbers. Cube numbers. Multiplying by 10, 100 and 1000. Dividing by 10, 100 and 1000. Multiples of 10, 100 and 1000. **Perimeter and Area** Measure perimeter. Calculate perimeter. Area of rectangles. Area of compound shapes. Area of irregular shapes.	**Multiplication and Division** Multiply 4 digits by 1 digit. Multiply 2 digits (area model). Multiply 2 digits by 2 digits. Multiply 3 digits by 2 digits. Multiply 4 digits by 2 digits. Divide 4 digits by 1 digit. Divide with remainders. **Fractions** Equivalent fractions. Improper fractions to mixed numbers. Mixed numbers to improper fractions. Number sequences. Compare and order fractions less than 1. Compare and order fractions greater than 1. Add and subtract fractions. Add fractions within 1. Add 3 or more fractions. Add fractions. Add mixed numbers.	**Fractions (cont)** Subtract fractions. Subtract mixed numbers. Subtract breaking the whole. Subtract 2 mixed numbers. Multiply unit fractions by an integer. Multiply non unit fractions by an integer. Multiply mixed numbers by integers. Fraction of an amount. Using fractions as operators. **Decimals and Percentages** Decimals up to 2 d.p. Decimals as fractions (1). Decimals as fractions (2). Understand thousandths. Thousands as decimals. Rounding decimals. Order and compare decimals. Understand percentages. Percentages as fractions and decimals. Equivalent F.D.P.	**Decimals** Adding decimals within 1. Subtracting decimals within 1. Complements to 1. Adding decimals crossing the whole. Adding decimals with the same number of decimal places. Subtracting decimals with the same number of decimal places. Adding decimals with a different number of decimal places. Subtracting decimals with a different number of decimal places. Adding and subtracting whole and decimals. Decimal sequences. Multiplying decimals by 10, 100 and 1000. Dividing decimals by 10, 100 and 1,000. **Properties of Shapes** Measuring angles in degrees. Measuring with a protractor (1). Measuring with a protractor (2). Drawing lines and angles accurately.	**Properties of Shapes (cont)** Calculating angles on a straight line. Calculating angles around a point. Calculating lengths and angles in shapes. Regular and irregular polygons. Reasoning about 3D shapes. **Position and Direction** Position in the first quadrant. Reflection. Reflection with coordinates. Translation. Translation with coordinates. **Converting Units** Kilograms and kilometres. Milligrams and millilitres. Metric units. Imperial units. Converting units of time. Timetables. **Volume** What is volume? Compare volume. Estimate volume. Estimate capacity.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can they explain how some materials dissolve in liquid to form a solution? Can they describe how to recover a substance from a solution? Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? Can they describe changes using scientific words? (evaporation, condensation) Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? Can they use the terms 'reversible' and 'irreversible'?	Can they describe methods for separating mixtures? (filtration, distillation) Can they work out which materials are most effective for keeping us warm or for keeping something cold? Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases) Cant hey explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda? Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?	Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? Can they describe the life cycles of common plants? Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?	Can they decide which units of measurement they need to use? Can they explain why a measurement needs to be repeated? Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system? Can they explain how seasons and the associated weather is created? Can they describe and explain the movement of the Moon relative to the Earth? Can they describe the sun, earth and moon as approximately spherical bodies? Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? Can they compare the time of day at different places on the earth? Can they create shadow clocks? Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)	Can they report and present findings from enquiries through written explanations and conclusions? Can they use a graph to answer scientific questions? Can they find a pattern from their data and explain what it shows? Can they link what they have found out to other science? Can they suggest how to improve their work and say why they think this? Can they describe the changes as humans develop to old age? Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? Can they describe the changes experienced in puberty? Can they draw a timeline to indicate stages in the growth and development of humans?	Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? Can they make a prediction with reasons? Can they present a report of their findings through writing, display and presentation? Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they take repeat readings when appropriate? Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) Can they work out how water can cause resistance to floating objects? Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?
History	Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? Do they have a good understanding as to how crime and punishment has changed over the years? Anglo-Saxon laws and justice democracy in Britain	Can they use dates and historical language in their work? Can they describe historical events from the different period/s they are studying/have studied? a significant turning point in British history, e.g. the Industrial Revolution (Darwinism, Irish potato famine, rationing in the war).	Do they appreciate that significant events in history have helped shape the country we have today?	Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Can they test out a hypothesis in order to answer a question?	Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Edward the Confessor and his death in 1066	a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
Geography	Can they explain why water is such a valuable commodity? Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas?	Can they collect information about a place and use it in a report? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they work out an accurate itinerary detailing a journey to another part of the world?	Can they explain why many cities of the world are situated by rivers? Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features? Can they report on ways in which humans have both improved and damaged the environment? Can they name and locate many of the world's major rivers on maps? Can they begin to recognise the climate of a given country according to its location on the map?	Can they map land use? Can they explain how a location fits into its wider geographical location; with reference to physical features?	Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?	
MFL		Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? Can they understand a short story or factual text and note some of the main points? Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases?	"Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?"			

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?	Can they create a range of moods in their paintings? Can they combine graphics and text based on their research? Can they express their emotions accurately through their painting and sketches? Can they experiment with different styles which artists have used?	Can they identify and draw simple objects, and use marks and lines to produce texture?	Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas?	Do they experiment with and combine materials and processes to design and make 3D form? Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion?	Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.
DT			Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria?		Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed stepby-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques? How have they ensured that their product is strong and fit for purpose?	Can they describe what they do to be both hygienic and safe? How have they presented their product well?
RE		B: Express ideas and insights about the nature, significance and impact of world religions and worldviews.		Present different views on why people believe in God or not, including their own ideas (C1). Enquire into what some atheists, theists and agnostics say about God, expressing their own ideas and arguments, using evidence and examples (C1). Recall and name some key features of places of worship studied (A1). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Comment thoughtfully on the value of and purpose of places of worship in religious communities (B1). Find out about what believers say about their places of worship. Present ideas about the importance of people in a place of worship rather than the place itself (C1).	Describe the 5 Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Make connections about Muslim practice the key functions of the of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe the forms of guidance a Muslim uses and compare them to the forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Identify three reasons why the Holy Qu'ran is important to Muslims and how it makes a difference to how they live (B1). Describe and reflect on the significance of the Holy Qu'ran to Muslims (B1). Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).	Make connections between how believers feel about places of worship in different traditions (A3). Outline how and why places of worship fulfil special functions in the lives of believers (A3).

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Music	Can they contrast the work of famous composers and show preferences? Can they explain how tempo changes the character of music?	Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations?		Can they compose music which meets specific criteria? Can they choose the most appropriate tempo for a piece of music? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they contrast the work of famous composers and show preferences? Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?		Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? Can they use a music diary to record aspects of the composition process?
Computing	Can they use instant messaging to communicate with class members? Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer? Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they understand the potential risk of providing personal information online? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they follow the school's safer internet rules? Can they make safe choices about use of technology? Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? Can they create strong passwords and manage them so that they remain strong? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? Can they competently use the internet as a search tool?	Can they conduct a video chat with someone elsewhere in the school or in another school? Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as = > or <? Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents? Can they use bullets and numbering tools? Can they make an information poster using graphics skills to good effect?	Can they use ICT to record sounds and capture both still and video images? Can they capture sounds, images and video? Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? Do they know how to report any suspicions? Do they know that content put online is extremely difficult to remove? Do they know what to do if they discover something malicious or inappropriate?	Can they combine sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? Can they use ICT to measure sound or light or temperate using sensors? Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?	Can they select music from open sources and incorporate it into multimedia presentations? Can they work on simple film editing? Can they use a range of presentation applications? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?	Can they listen to streaming audio such as online radio? Can they download and listen to podcasts? Can they produce and upload a podcast? Can they manipulate sounds using Audacity?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE/RSE	I can compare my life with people in developing countries. I know what racism is. I understand school rules about health and safety, basic emergency first aid and how and where to get help. I know about people who are responsible for helping me stay healthy and safe and how they can help me (RECAP). I know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP).	I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider and respect the lives of people living in other places and people with different values and customs (Inquiry or RE). I can enjoy an experience from a culture different from my own. I know about stereotypes and how these can damage. I can listen and respond respectfully to a wide range of people and be able to constructively challenge others. I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk I can compare my life with people in developing countries.	I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (RECAP) I know my actions affect others and myself. I can understand online and offline behaviours and their impact. I know strategies for keeping safe online, protecting personal information and passwords (RECAP). I can explore and critique how the media present information. I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider and respect the lives of people living in other places and people with different values and customs (Inquiry or RE). I know what racism is. I realise the consequences of teasing and prejudice based language. I know strategies for keeping physically and emotionally safe, including road, fire, water and cycle safety (cycle is the focus). I can research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations to appropriate people.		I can recognise and manage dares. (MOVED TO TERM 6) I understand that I have the right to protect my body from inappropriate or unwanted contact. ALRIGHT CHARLIE – Blast Project (MOVED TO TERM 6) I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources– ALRIGHT CHARLIE – Blast Project I know how to deepen my understanding of my feelings, particularly with regards to my body image. Christopher Winter Project – Talking about Puberty Male and Female Changes Puberty and Hygiene I know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP). I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction I can recognise ways in which a relationship can be unhealthy, know how to resist pressure and who I can talk to if I need support. ALRIGHT CHARLIE – Blast Project I understand that I have the right to protect my body from inappropriate or unwanted contact. ALRIGHT CHARLIE – Blast Project I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources- ALRIGHT CHARLIE – Blast Project	I can recognise ways in which a relationship can be unhealthy, know how to resist pressure and who I can talk to if I need support. ALRIGHT CHARLIE – Blast Project I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords. I know that online violent behaviour can lead to offline violent behaviour. I know what positively and negatively affects my physical, mental and emotional health and how to manage this (isolation, loneliness, safe and unsafe exposure to the sun/reducing the risk of sun damage). I can identify what I am looking forward to when I am in Year 6. I can start to think about changes I will make when I am in Year 6 and know how to go about this.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information? Can they use their observations to improve their work? Can they gain possession by working as a team? Can they pass in different ways? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot?	Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? Can they gain possession by working as a team? Can they pass in different ways? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot? Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences?	Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency? Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve? Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance? Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?	Netball Gymnastics (2)	Can they use forehand and backhand with a racquet?	Can they field? Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules?
Trips/Visits						
Important Days						
Esafety						
Careers						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transdisciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet	How We Organise Ourselves	Where We Are in Place and Time
Theme description		our appreciation of the aesthetic	the impact of scientific and technological advances on society and on the environment	rights and responsibilities in the struggle to share finite resources with other people and with other living things		
Central idea	Animals including humans can be adaptive and unique	Beauty may be an individual perception within societies and cultures	Advancements in science may have had an impact on life expectancy	Renewable energy may be used to protect the planet for future generations	Societal decision making may influence the way we live	A significant turning point in history may result in different legacies
Key Concepts	Causation (Why is it like that?)Connection (How is it connected?) Perspective (What are the points of view?)	Perspective, Connection, Form	Change, Responsibility, Causation	Function, Change, Connection	Change, Connection, Perspective	Form, Change, Causation
Related Concepts	Adaptation, discovery, survival, balance, beliefs	perception, identity, beliefs, expression, influences, Creativity, light	lifestyle, change, Health, Location, Behaviour, Responsibilities, Population, Evidence, Technology, History, Responsibilities, Lifestyle, Change, Health	sustainability, resources, technology, energy, Behaviour, Choice, resources, Lifestyle, sustainability, build, Innovation, design, construct		
Lines of inquiry	An inquiry into why animals and humans are all individuals. An inquiry into how humans and animals have adapted and evolved over time An inquiry into comparing opposing beliefs	An inquiry into comparing how beauty may be perceived in different cultures An inquiry into how beauty is portrayed and accepted in modern society An inquiry into the evaluation of famous artists and the beauty they portray	An inquiry into the comparison of life expectancy around the world and evaluating any differences An inquiry into analysing how medicine has changed and developed overtime An inquiry into proving the importance of keeping ourselves healthy and how to do this successfully	An inquiry into the categorisation of different types of energy An inquiry into interpreting how we use energy An inquiry into how renewable energy works and prove its positive implications	An inquiry into why societal decisions are made An inquiry into how societal decisions affect the way we live An inquiry into the possible influences in the decision making process	An inquiry into a pivotal point in time in British history An inquiry into the impact of conflict on the world An inquiry into ramifications of a significant point in history
Multi structural						
Relational						
Extended abstract						
SDGs						
Key text	Biography poetry Non-chron					
Exit point - involving parents/community						
Phonics						
English Writing						
English Reading						
English Speaking & Listening						
Maths	**Place Value** Numbers to ten million. Compare an order any number. Round any numbers. Negative numbers. **Addition, Subtraction, Multiplication and Division** Add and subtract whole numbers. Multiply up to 4 digit by 1 digit number. Short division. Division using factors. Long division (1). Long division (2). Long division (3). Long division (4). Common factors. Common multiples. Primes. Squares and cubes. Order of operations. Mental calculations and estimation. Reasoning from known facts.	**Fractions** Simplify fractions. Fractions on a number line. Compare & order (denominator). Compare & order (numerator). Add & subtract fractions (1). Add & subtract fractions (2). Adding fractions. Subtracting fractions. Mixed addition and subtraction. Multiply fractions by integers. Multiply fractions by fractions. Divide fractions by integers (1). Divide fractions by integers (2). Four rules with fractions. Fraction of an amount. Finding the whole. **Position and Direction** Coordinates in the first quadrant. Coordinate in four quadrants. Translations. Reflections.	**Decimals** Three decimal places. Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiply decimals by integers. Divide decimals by integers. Division to solve problems. Decimals as fractions. Fractions to decimals (1). Fractions to decimals (2). **Percentages** Fractions to percentages. Equivalent FDP. Percentage of an amount (1). Percentage of an amount (2). Percentages missing values. Percentage increase and decrease. Order FDP. **Algebra** Find a rule one step. Find a rule two step. Use an algebraic rule. Substitution. Formulae. Word problems. Solve simple one step equations. Solve two step equations. Find pairs of values. Enumerate possibilities.	**Converting Units** Metric measures. Convert metric measures. Calculate with metric measures. Miles and kilometres. Imperial measures. **Perimeter, Area and Volume** Shapes same area. Area and perimeter. Area of a triangle (1). Area of a triangle (2). Area of a triangle (3). Area of a parallelogram. Volume counting cubes. Volume of a cuboid. **Ratio** Use ratio language. Ratio and fractions. Introducing the ratio symbol. Calculating ratio. Using scale factors. Calculating scale factors. Ratio and proportion problems.	**Properties of Shapes** Measure with a protractor. Introduce angles. Calculate angles. Vertically opposite angles. Angles in a triangle. Angles in a triangle special cases. Angles in a triangle missing angles. Angles in special quadrilaterals. Angles in regular polygons. Draw shapes accurately. Nets of 3D shapes. **Statistics** Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems. Circles. Read and interpret pie charts. Pie charts with percentages. Draw pie charts. The mean.	**Problem Solving** **Investigations**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they give reasons why offspring are not identical to each other or to their parents? Can they explain the process of evolution and describe the evidence for this? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? Can they explain how some living things adapt to survive in extreme conditions? Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? Can they begin to understand what is meant by DNA?	Can they recognise that light appears to travel in straight lines? Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? Can they explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes? Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? Can they explain how different colours of light can be created? Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton' s first reflecting telescope) Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.		Can they explore different ways to test an idea, choose the best way, and give reasons? Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they explain, in simple terms, a scientific idea and what evidence supports it? Can they decide which units of measurement they need to use? Can they explain why a measurement needs to be repeated? Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they plan in advance which equipment they will need and use it well? Can they make precise measurements? Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? Can they use recognised symbols when representing a simple circuit in a diagram? Can they make their own traffic light system or something similar? Can they explain the danger of short circuits? Can they explain what a fuse is? Can they explain how to make changes in a circuit? Can they explain the impact of changes in a circuit? Can they explain the effect of changing the voltage of a battery?	Can they present a report of their findings through writing, display and presentation? Can they choose the best way to answer a question? Can they collect information in different ways? Can they find a pattern from their data and explain what it shows? Can they use a graph to answer scientific questions? Can they link what they have found out to other science? Can they suggest how to improve their work and say why they think this? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they report findings from investigations through written explanations and conclusions? Can they identify scientific evidence that has been used to support to refute ideas or arguments? Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? Can they draw conclusions from their work? Can they link their conclusions to other scientific knowledge? Can they explain how they could improve their way of working? Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? Can they give reasons for classifying plants and animals based on specific characteristics? Can they explain why classification is important? Can they readily group animals into reptiles, fish, amphibians, birds and mammals? Can they sub divide their original groupings and explain their divisions? Can they group animals into vertebrates and invertebrates? Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?	Can they use information to help make a prediction? Can they use test results to make further predictions and set up further comparative tests? Can they use information from different sources to answer a question and plan an investigation? Can they make a prediction which links with other scientific knowledge? Can they identify the key factors when planning a fair test? Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough? Can they explain why they have chosen specific equipment? (incl ICT based equipment) Can they record their measurements and observations systematically? Can they explain qualitative and quantitative data?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History			Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework?	Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?	Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? one in-depth study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin civilisation (West Africa) c. AD 900-1300.	Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise how Britain has had a major influence on world history? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they suggest relationships between causes in history? Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions? a depth study linked to one of the British areas of study listed in the National Curriculum a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a significant turning point in British history, e.g. WWI or the Battle of Britain
Geography	Can they confidently explain scale and use maps with a range of scales? Can they accurately use a 4 figure grid reference? Can they name the largest desert in the world? Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles? Can they explain how the time zones work? Can they name and locate the main canals that link different continents? Can they name the main lines of latitude and meridian of longitude?	Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they describe how some places are similar and others are different in relation to their physical features?	Can they describe how some places are similar and others are different in relation to their human features? Can they give an extended description of the human features of different places around the world? Can they analyse population data on two settlements and report on findings and questions raised?	Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they use a range of self selected resources to answer questions? Do they understand the term sustainable development? Can they use it in different contexts? Can they explain how human activity has caused an environment to change?	Can they plan a journey to another part of the world which takes account of time zones? Can they recognise key symbols used on ordnance survey maps?	Can they create sketch maps when carrying out a field study? Can they map land use with their own criteria?
MFL				Do they understand longer passages made up of familiar language in simple sentences? Can they understand a short story or factual text and note some of the main points?	Can they identify the main points and some details? Can they understand a short story or factual text and note some of the main points?	Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?
Art	Can they explain why they have chosen specific drawing techniques? meaning and purpose, keeping notes and annotations in their sketch books?	Can they create work which is open to interpretation by the audience? Can they justify the materials they have chosen? Can they combine pattern, tone and shape? Can they say what their work is influenced by?		Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? Can they create models on a range of scales? Can they include both visual and tactile elements in their work? Can they sculpt clay and other mouldable materials?	Do they use software packages to create pieces of digital art to design. Can they create a piece of art which can be used as part of a wider presentation?	Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? Can they include technical aspects in their work, e.g. architectural design?
DT				Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product? Can they justify why the chosen material was the best for the task? Can they justify design in relation to the audience?	Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs?	How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better? Does their product meet all design criteria? Did they consider the use of the product when selecting materials? Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	A: Know about and understand a range of religions and world views. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). B: Express ideas and insights about the nature, significance and impact of world religions and worldviews. Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life (B1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).			Outline how and why some Humanists criticise spending on religious buildings or art (A3). B: Express ideas and insights about the nature, significance and impact of world religions and worldviews. C: Gain and deploy the skills needed to engage seriously with religions and worldviews. A: Know about and understand a range of religions and world views. Identify the values found in stories and texts (A2). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Describe some Christian and Humanist values simply (B3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2) Give examples of similarities and differences between Christian and Humanist values (B3). C: Gain and deploy the skills needed to engage seriously with religions and worldviews. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning (C2).	Express ideas about how and why religion can help believers when times are hard, giving examples. Explain what difference belief in judgement/karma/reincarnation might make to how someone lives, giving examples (B1).	
Music		Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? Can they analyse features within different pieces of music? Can they compare and contrast the impact that different composers from different times will have had on the people of the time?		Can they sing a harmony part confidently and accurately? Can they perform parts from memory? Can they perform using notations? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support? Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? Can they appraise the introductions, interludes and endings for songs and compositions they have created?		Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) Do they recognise that different forms of notation serve different purposes? Can they use different forms of notation? Can they combine groups of beats? Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing	Can they explain how an algorithm works? Can they detect errors in a program and correct them? Can they use an ICT program to control a number of events for an external device? Can they use ICT to measure sound, light or temperature using sensors and interpret the data? Can they explore 'what if' questions by planning different scenarios for controlled devices? Can they use input from sensors to trigger events? Can they check and refine a series of instructions?		Can they collect live data using data logging equipment? Can they identify data error, patterns and sequences? Can they use the formulae bar to explore mathematical scenarios? Can they create their own database and present information from it?	Can they conduct a video chat with people in another country or organisation? Can they conduct a video chat with more than one person at a time? Can they contribute to discussions online? Can they use a search engine using keyword searches? Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"? Can they compare the information provided on two tabbed websites looking for bias and perspective?	Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they follow the school's safer internet rules? Can they make safe choices about use of technology? Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? Can they create strong passwords and manage them so that they remain strong? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?	Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? Can they add special effects to alter the appearance of a graphic? Can they 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)? Can they make an information poster using their graphics skills to good effect? Can they present a film for a specific audience and then adapt same film for a different audience? Can they create a sophisticated multimedia presentation? Can they confidently choose the correct page set up option when creating a document? Can they confidently use text formatting tools, including heading and body text? Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)? Can they incorporate graphics where appropriate, using the most effective text wrapping formats?
PSHE/RSE		I know what a positive, healthy relationship is and can develop skills to foster this. I know how to manage requests for images of myself and what is not appropriate. I can critically examine what is presented in social media and understand misrepresentation I know what I should not forward to others.	I know what positively and negatively affects my physical, mental and emotional health (importance of early intervention, where to seek help if they or others need help - online or in person). I know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal. I understand 'habits' and why they can be hard to change. I know facts and science relating to allergies, immunisation and vaccination.	I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (thinking about their role in this as they get older).		I can identify what I am looking forward to and what worries me about the transition to secondary school.
PE		Do they combine their own work with that of others? Can they link their sequences to specific timings?	Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise? Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance?	Can they analyse and explain why they have used specific skills or techniques? Can they create their own success criteria for evaluating? Can they make a team plan and communicate it to others? Can they lead others in a game situation?	Can they modify use of skills or techniques to improve their work? Can they explain complicated rules? Can they demonstrate stamina? Can they use their skills in different situations?	Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?
Trips/Visits						
Important Days						
Esafety						
Careers						

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			Lit - Wr - Write simple phrases and sentences that can be read by others	Lit - Wr - Write recognisable letters, most of which are correctly formed Lit - Wr - Spell words by identifying sounds in them and representing the sounds with a letter or letters PD - FM - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	Lit - Wr - Write simple phrases and sentences that can be read by others	Lit - Wr - Write simple phrases and sentences that can be read by others EAD - BIE - Invent, adapt and recount narratives and stories with peers and their teacher
Year 1						
Year 2					NCR on Queen Victoria Letter Dickens - Oliver Twist	Diary - polar expedition NCR - habitats or animals
Year 3						
Year 4						
Year 5						
Year 6						

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			Lit - Re - Read words consistent with their phonic knowledge by sound blending Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary	Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary	Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			CLL - LAU - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions CLL - Sp - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate	CLL - Sp - Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary	CLL - Sp - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	CLL - Sp - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher EAD - BIE - Invent, adapt and recount narratives and stories with peers and their teacher
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			Math - Nu - Have a deep understanding of number to 10, including the composition of each number Math - Nu - Subitise (recognise quantities without counting) up to 5	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Year 1	Number: Place Value (within 10) Sort objects. Count objects. Represent objects. Count, read and write forwards from any number 0 to 10. Count, read and writing backwards from any number 0 to 10. Count one more. Count one less. One to one correspondence to start to compare groups. Compare groups using language such as equal, more/greater, less/fewer. Introduce = , > and < symbols. Compare numbers. Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd ....). The number line. Number: Addition and Subtraction (within 10) Part whole model. Addition symbol.. Fact families Addition facts. Find number bonds for numbers within 10. Systematic methods for number bonds within 10. Number bonds to 10. Compare number bonds. Addition: Adding together. Addition: Adding more.	Addition and Subtraction (within 10) - cont Finding a part. Subtraction: Taking away, how many left? Crossing out. Subtraction: Taking away, how many left? Introducing the subtraction symbol. Subtraction: Finding a part, breaking apart. Fact families The 8 facts. Subtraction: Counting back. Subtraction: Finding the difference. Comparing addition and subtraction statements a + b > c. Comparing addition and subtraction statements a + b > c + d. Shape Recognise and name 3D shapes. Sort 3D shapes. Recognise and name 2D shapes. Sort 2D shapes. Patterns with 3D and 2D shapes. Place Value (within 20) Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11 to 20. Tens and ones. Count one more and one less. Compare groups of objects. Compare numbers. Order groups of objects. Order numbers.	Addition and Subtraction Add by counting on. Find and make number bonds. Add by making 10. Subtraction Not crossing 10. Subtraction Crossing 10 (1). Subtraction Crossing 10 (2). Related Facts. Compare Number Sentences. Place Value (within 50) (including multiples of 2, 5 and 10) Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50.	Number: Place Value (within 50) (including multiples of 2, 5 and 10) - cont Count in 2s. Count in 5s Length and Height Compare lengths and heights. Measure length (1). Measure length (2) Weight and Volume Introduce weight and mass.. Measure mass. Compare mass. Introduce capacity. Measure capacity. Compare capacity.	Multiplication and Division (including multiples of 2, 5 and 10) Count in 10s. Make equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups grouping. Make equal groups sharing. Fractions Halving shapes or objects. Halving a quantity. Find a quarter of a shape or object. Find a quarter of a quantity. Position and Direction Describe turns. Describe Position (1). Describe Position (2).	Place Value (within 100) Counting to 100. Partitioning numbers. Comparing numbers (1). Comparing numbers (2). Ordering numbers. One more, one less. Money Recognising coins. Recognising notes. Counting in coins. Time Before and after. Dates. Time to the hour. Time to the half hour. Writing time. Comparing time.
Year 2	Place Value Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Tens and ones with a part whole model. Tens and ones using addition. Use a place value chart. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s. Addition and Subtraction Fact families Addition and subtraction bonds to 20. Check calculations. Compare number sentences. Related facts. Bonds to 100 (tens). Add and subtract 1s. 10 more and 10 less. Add and subtract 10s. Add a 2 digit and 1 digit number crossing ten.	Addition and Subtraction (cont) Subtract a 1 digit number from a 2 digit number crossing 10. Add two 2 digit numbers not crossing ten add ones and add tens. Add two 2 digit numbers crossing ten add ones and add tens. Subtract a 2 digit number from a 2 digit number not crossing ten. Subtract a 2 digit number from a 2 digit number crossing ten subtract ones and tens. Bonds to 100 (tens and ones). Add three 1 digit numbers. Money Count money pence. Count money pounds (notes and coins). Count money notes and coins. Select money. Make the same amount. Compare money. Find the total. Find the difference. Find change. Two step problems. Multiplication and Division Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures. Use arrays. 2 times table. 5 times table. 10 times table.	Multiplication and Division Make equal groups sharing. Make equal groups grouping. Divide by 2. Odd and even numbers. Divide by 5. Divide by 10. Statistics Make tally charts. Draw pictograms (1 1). Interpret pictograms (1 1). Draw pictograms (2, 5 and 10). Interpret pictograms (2, 5 and 10). Block diagrams. Properties of Shapes Recognise 2D and 3D shapes. Count sides on 2D shapes. Count vertices on 2D shapes. Draw 2D shapes. Lines of symmetry. Sort 2D shapes. Make patterns with 2D shapes.	Properties of Shapes (cont) Count faces on 3D shapes. Count edges on 3D shapes. Count vertices on 3D shapes. Sort 3D shapes. Make patterns with 3D shapes. Fractions Make equal parts. Recognise half. Find half. Recognise quarter. Find a quarter. Recognise a third. Find a third. Unit fractions. Non0unit fractions. Equivalence of ½ and ²/₄. Find three quarters. Count in fractions. Length and Height Measure length (cm). Measure length (m). Compare lengths. Order lengths. Four operations with lengths.	Position and Direction Describing movement. Describing turns. Describing movement and turns. Making patterns with shapes. Problem solving and efficient methods	Time Describing movement. Describing turns. Describing movement and turns. O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time. Mass. Capacity and Temperature Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Place Value Hundreds. Represent numbers to 1,000. 100s, 10s and 1s (1). 100s, 10s and 1s (2). Number line to 1,000. Find 1, 10, 100 more or less than a given number. Compare objects to 1,000. Compare numbers to 1,000. Order numbers. Count in 50s. Addition and Subtraction Add and subtract multiples of 100. Add and subtract 3 digit numbers and ones not crossing 10. Add 3 digit and 1 digit numbers crossing 10. Subtract a 1 digit number from a 3 digit number crossing 10. Add and subtract 3 digit numbers and tens not crossing 100. Add a 3 digit number and tens crossing 100. Add and subtract 100s. Spot the pattern making it explicit.	Addition and Subtraction (cont) Add and subtract a 2 digit and 3 digit number not crossing 10 or 100. Add a 2 digit and 3 digit number crossing 10 or 100. Subtract 2 digit number from a 3 digit number cross the 10 or 100. Add two 3 digit numbers not crossing 10 or 100. Add two 3 digit numbers crossing 10 or 100. Subtract a 3 digit number from a 3 digit number no exchange. Subtract a 3 digit number from a 3 digit number exchange. Exchange answers to calculations. Check. Multiplication and Division Multiplication equal groups. Multiplying by 3. Dividing by 3. The 3 times table. Multiplying by 4. Dividing by 4. The 4 times table. Multiplying by 8. Dividing by 8. The 8 times table.	Multiplication and Division Comparing statements. Related calculations. Multiply 2 digits by 1 digit (1). Multiply 2 digits by 1 digit (2). Divide 2 digits by 1 digit (1). Divide 2 digits by 1 digit (2). Divide 2 digits by 1 digit (3). Scaling. How many ways? Money Pounds and pence. Converting pounds and pence. Adding money. Subtracting money. Giving change. Statistics Pictograms. Bar charts. Tables.	Length and Perimeter Measure length. Equivalent lengths m & cm. Equivalent lengths mm & cm Compare lengths. Add lengths. Subtraction lengths. Measure perimeter. Calculate perimeter. Fractions Unit and non unit fractions. Making the whole. Tenths. Count in tenths. Tenths as decimals. Fractions of a number line. Fractions of a set of objects (1). Fractions of a set of objects (2). Fractions of a set of objects (3).	Fractions Equivalent fractions (1), Equivalent fractions (2). Equivalent fractions (3). Compare fractions. Order fractions. Add fractions. Subtract fractions. Measurement and Time Months and years. Hours in a day. Telling the time to 5 minutes. Telling the time to the minute. AM and PM. 24 hour clock. Finding the duration. Comparing the duration. Start and end times. Measuring time in seconds.	Property of Shapes Turns and angles. Right angles in shapes. Compare angles. Draw accurately. Horizontal and vertical. Parallel and perpendicular. Recognise and describe 2D shapes. Recognise and describe 3D shapes. Make 3D shapes. Mass and Capacity Measure mass (1). Measure mass (2). Compare mass. Add and subtract mass. Measure capacity (1). Measure capacity (2). Compare capacity. Add and subtract capacity.
Year 4	Place Value Roman numerals to 100. Round to the nearest 10. Round to the nearest 100. Count in 10,000s. 1,000s, 100s, 10s and 1s. Partitioning. Number line to 10,000. 1,000 more or less. Compare numbers. Order numbers. Round to the nearest 1,000. Count in 25s. Negative numbers. Addition and Subtraction Add and subtract 1s, 10s, 100s and 1000s. Add two 4 digit numbers no exchange. Add two 4 digit numbers one exchange. Add two 4 digit numbers more than one exchange. Subtract two 4 digit numbers no exchange. Subtract two 4 digit numbers one exchange.	Addition and Subtraction (cont) Subtract two 4 digit numbers more than one exchange. Efficient subtraction. Estimate answers. Checking strategies. Length and Perimeter Kilometres. Perimeter on a grid. Perimeter of a rectangle. Perimeter of rectilinear shapes. Multiplication and Division Multiply by 10. Multiply by 100. Divide by 10. Divide by 100. Multiply by 1 and 0. Divide by 1. Multiply and divide by 6. 6 times table and division facts. Multiply and divide by 9. 9 times table and division facts. Multiply and divide by 7. 7 times table and division facts.	Multiplication and Division 11 and 12 times table. Multiply 3 numbers. Factor pairs. Efficient multiplication. Written methods. Multiply 2 digits by 1 digit. Multiply 3 digits by 1 digit. Divide 2 digits by 1 digit (1). Divide 2 digits by 1 digit (2). Correspondence problems. Area What is area? Counting squares Making shapes. Comparing area. Fractions What is a fraction? Equivalent fractions (1) Equivalent fractions (2). Fractions greater than 1. Count in fractions.	Fractions (cont) Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. Calculate fractions of a quantity. Problem solving calculate quantities. Decimlas Recognise tenths and hundredths. Tenths as decimals. Tenths on a place value grid. Tenths on a number line. Divide 1 digit by 10. Divide 2 digits by 10. Hundredths. Hundredths as decimals. Hundredths on a place value grid. Divide 1 or 2 digits by 100.	Decimals Make a whole. Write decimals. Compare decimals. Order decimals. Round decimals. Halves and quarters. Money Pounds and pence. Ordering amounts of money. Using rounding to estimate money. Four operations. Time Hours, minutes and seconds. Years, months, weeks and days. Analogue to digital 12 hour. Analogue to digital 24 hour. Statistics Interpret charts. Comparison, sum and difference.	Statistics (cont) Introducing line graphs. Line graphs Property of Shape Identify angles. Compare and order angles. Triangles. Quadrilaterals. Lines of symmetry. Complete a symmetric figure Position and Direction Describe position. Draw on a grid. Move on a grid. Describe a movement on a grid.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Place Value Number to 10,000. Roman numerals to 1,000. Round to the nearest 10, 100 and 1000. Number to 100,000. Compare and order numbers to 100,000. Round numbers within 100,000. Numbers to a million. Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. Compare and order numbers to a million. Round numbers to a million. Negative numbers. Addition and Subtraction Add whole numbers with more than 4 digits (column method). Subtract whole numbers with more than 4 digits (column method). Round to estimate and approximate. Inverse operations (addition and subtraction). Multi step addition and subtraction problems. Statistics Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems.	Statistics (cont) Read and interpret tables. Two way tables. Timetables. Multiplication and Division Multiples. Factors. Common factors. Prime numbers. Square numbers. Cube numbers. Multiplying by 10, 100 and 1000. Dividing by 10, 100 and 1000. Multiples of 10, 100 and 1000. Perimeter and Area Measure perimeter. Calculate perimeter. Area of rectangles. Area of compound shapes. Area of irregular shapes.	Multiplication and Division Multiply 4 digits by 1 digit. Multiply 2 digits (area model). Multiply 2 digits by 2 digits. Multiply 3 digits by 2 digits. Multiply 4 digits by 2 digits. Divide 4 digits by 1 digit. Divide with remainders. Fractions Equivalent fractions. Improper fractions to mixed numbers. Mixed numbers to improper fractions. Number sequences. Compare and order fractions less than 1. Compare and order fractions greater than 1. Add and subtract fractions. Add fractions within 1. Add 3 or more fractions. Add fractions. Add mixed numbers.	Fractions (cont) Subtract fractions. Subtract mixed numbers. Subtract breaking the whole. Subtract 2 mixed numbers. Multiply unit fractions by an integer. Multiply non unit fractions by an integer. Multiply mixed numbers by integers. Fraction of an amount. Using fractions as operators. Decimals and Percentages Decimals up to 2 d.p. Decimals as fractions (1). Decimals as fractions (2). Understand thousandths. Thousands as decimals. Rounding decimals. Order and compare decimals. Understand percentages. Percentages as fractions and decimals. Equivalent F.D.P.	Decimals Adding decimals within 1. Subtracting decimals within 1. Complements to 1. Adding decimals crossing the whole. Adding decimals with the same number of decimal places. Subtracting decimals with the same number of decimal places. Adding decimals with a different number of decimal places. Subtracting decimals with a different number of decimal places. Adding and subtracting whole and decimals. Decimal sequences. Multiplying decimals by 10, 100 and 1000. Dividing decimals by 10, 100 and 1,000. Properties of Shapes Measuring angles in degrees. Measuring with a protractor (1). Measuring with a protractor (2). Drawing lines and angles accurately.	Properties of Shapes (cont) Calculating angles on a straight line. Calculating angles around a point. Calculating lengths and angles in shapes. Regular and irregular polygons. Reasoning about 3D shapes. Position and Direction Position in the first quadrant. Reflection. Reflection with coordinates. Translation. Translation with coordinates. Converting Units Kilograms and kilometres. Milligrams and millilitres. Metric units. Imperial units. Converting units of time. Timetables. Volume What is volume? Compare volume. Estimate volume. Estimate capacity.
Year 6	Place Value Numbers to ten million. Compare an order any number. Round any numbers. Negative numbers. Addition, Subtraction, Multiplication and Division Add and subtract whole numbers. Multiply up to 4 digit by 1 digit number. Short division. Division using factors. Long division (1). Long division (2). Long division (3). Long division (4). Common factors. Common multiples. Primes. Squares and cubes. Order of operations. Mental calculations and estimation. Reasoning from known facts.	Fractions Simplify fractions. Fractions on a number line. Compare & order (denominator). Compare & order (numerator). Add & subtract fractions (1). Add & subtract fractions (2). Adding fractions. Subtracting fractions. Mixed addition and subtraction. Multiply fractions by integers. Multiply fractions by fractions. Divide fractions by integers (1). Divide fractions by integers (2). Four rules with fractions. Fraction of an amount. Finding the whole. Position and Direction Coordinates in the first quadrant. Coordinate in four quadrants. Translations. Reflections.	Decimals Three decimal places. Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiply decimals by integers. Divide decimals by integers. Division to solve problems. Decimals as fractions. Fractions to decimals (1). Fractions to decimals (2). Percentages Fractions to percentages. Equivalent FDP. Percentage of an amount (1). Percentage of an amount (2). Percentages missing values. Percentage increase and decrease. Order FDP. Algebra Find a rule one step. Find a rule two step. Use an algebraic rule. Substitution. Formulae. Word problems. Solve simple one step equations. Solve two step equations. Find pairs of values. Enumerate possibilities.	Converting Units Metric measures. Convert metric measures. Calculate with metric measures. Miles and kilometres. Imperial measures. Perimeter, Area and Volume Shapes same area. Area and perimeter. Area of a triangle (1). Area of a triangle (2). Area of a triangle (3). Area of a parallelogram. Volume counting cubes. Volume of a cuboid. Ratio Use ratio language. Ratio and fractions. Introducing the ratio symbol. Calculating ratio. Using scale factors. Calculating scale factors. Ratio and proportion problems.	Properties of Shapes Measure with a protractor. Introduce angles. Calculate angles. Vertically opposite angles. Angles in a triangle. Angles in a triangle special cases. Angles in a triangle missing angles. Angles in special quadrilaterals. Angles in regular polygons. Draw shapes accurately. Nets of 3D shapes. Statistics Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems. Circles. Read and interpret pie charts. Pie charts with percentages. Draw pie charts. The mean.	Problem Solving Investigations

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						UW - NW - Understand some important process and changes in the natural world around them, including the seasons and changing states of matter
Year 1	Can they talk about what they see, touch, smell, hear or taste? Can they find out by watching, listening, tasting, smelling and touching? Can they identify and classify things they observe? Can they think of some questions to ask? Can they show their work using pictures, labels and captions? *Can they put some information in a chart or table? * Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they describe how an animal is suited to its environment? Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? Can they begin to classify animals according to a number of given criteria? Can they point out differences between living things and non-living things? Can they name the parts of the human body that they can see? Can they draw & label basic parts of the human body? Can they identify the main parts of the human body and link them to their senses? Can they name the parts of an animal's body? Can they classify animals by what they eat? (carnivore, herbivore, omnivore) Can they compare the bodies of different animals? Can they name a range of wild animals?	Can they use simple equipment to help them make observations? Can they perform a simple test? Can they tell other people about what they have done? Can they give a simple reason for their answers? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? Can they distinguish between an object and the material from which it is made? Can they describe materials using their senses? Can they describe materials using their senses, using specific scientific words? Can they explain what material objects are made from? Can they explain why a material might be useful for a specific job? Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock Can they sort materials into groups by a given criteria? Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? Can they describe things that are similar and different between materials?		Can they name some parts of the human body that cannot be seen? Can they say why certain animals have certain characteristics? Can they observe changes across the four seasons? Can they name the four seasons in order? Can they observe and describe weather associated with the seasons? Can they observe and describe how day length varies? Can they observe and talk about changes in the weather?	Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate? Can they observe features in the environment and explain that these are related to a specific season? Can they talk about weather variation in different parts of the world?	

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? Can they suggest more than one way of grouping animals and plants and explain their reasons? Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring which grow into adults?		Can they use text, diagrams, pictures, charts, tables to record their observations? Can they describe the simple physical properties of a variety of everyday materials? Can they compare and group together a variety of materials based on their simple physical properties? Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? Can they sort materials into groups and say why they have sorted them in that way? Can they say which materials are natural and which are man made? Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? Can they explain how materials are changed by bending, twisting and stretching?	Can they compare several things? Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? Can they use prompts to find things out? Can they say whether things happened as they expected and if not why not? Can they find simple patterns (or associations)? Can they measure using simple equipment? Can they use information from books and online information to find things out? Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans? Can they decide whether something is living, dead or non-living? Can they describe how plants and animals are suited to their habitat? Can they name some characteristics of an animal that help it to live in a particular habitat? Can they describe what animals need to survive and link this to their habitats? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans for survival? (water, food, air) Can they describe why exercise, balanced diet and hygiene are important for humans? Can they describe what plants need to survive? Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? Can they describe what plants need to survive and link it to where they are found? Can they explain that plants grow and reproduce in different ways? Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?	Vehicles moving on different surfaces Can they explain how things move on different surfaces? Can they explain how materials are changed by heating and cooling?	Living things and habitats Animals - recap Food and basic needs - recap Living processes - recap Can they match certain living things to the habitats they are found in? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Can they explain the importance of a nutritionally balanced diet? Can they describe how nutrients, water and oxygen are transported within animals and humans? Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? Can they describe and explain the skeletal system of a human? Can they describe and explain the muscular system of a human? Can they explain how the muscular and skeletal systems work together to create movement? Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive?	Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc) Can they describe what they have found using scientific language? Can they recognise that they need light in order to see things? Can they recognise that dark is the absence of light? Can they notice that light is reflected from surfaces? Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? Can they find patterns in the way that the size of shadows change? Can they explain why lights need to be bright or dimmer according to need? Can they explain the difference between transparent, translucent and opaque? Can they explain why lights need to be bright or dimmer according to need? Can they explain why their shadow changes when the light source is moved closer or further from the object?	Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?	Can they compare and group together different rocks on the basis of their appearance and simple physical properties? Can they describe and explain how different rocks can be useful to us? Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? Can they recognise that soils are made from rocks and organic matter? Can they classify igneous and sedimentary rocks? Can they begin to relate the properties of rocks with their uses? Can they compare how things move on different surfaces? Can they observe that magnetic forces can be transmitted without direct contact? Can they observe how some magnets attract or repel each other? Can they classify which materials are attracted to magnets and which are not? Can they classify which materials are attracted to magnets and which are not? Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? Can they identify some magnetic materials? Can they describe magnets have having two poles (N & S)? Can they predict whether two magnets will attract or repel each other depending on which poles are facing? Can they investigate the strengths of different magnets and find fair ways to compare them?	Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? Can they explain how they vary from plant to plant? Can they investigate the way in which water is transported within plants? Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?	

Science

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Can they identify and name the basic parts of the digestive system in humans? Can they describe the simple functions of the basic parts of the digestive system in humans? Can they identify the simple function of different types of teeth in humans? Can they compare the teeth of herbivores and carnivores?		Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey? Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive? Can they recognise that living things can be grouped in a variety of ways? Can they explore and use a classification key to group, identify and name a variety of living things? Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) Do they recognise that environments can change and this can sometimes pose a danger to living things? Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)	Can they describe a range of sounds and explain how they are made? Can they compare sources of sound and explain how the sounds differ? Can they investigate how different materials can affect the pitch and volume of sounds? Can they identify common appliances that run on electricity? Can they construct a simple series electric circuit? Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery? Can they recognise that a switch opens and closes a circuit? Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? Can they recognise some common conductors and insulators? Can they associate metals with being good conductors? Can they explain how a bulb might get lighter? Can they recognise if all metals are conductors of electricity? Can they work out which metals can be used to connect across a gap in a circuit? Can they explain why cautions are necessary for working safely with electricity?		Can they set up a simple fair test to make comparisons? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? Can they make accurate measurements using standard units? Can they explain their findings in different ways (display, presentation, writing)? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings? Can they identify differences, similarities or changes related to simple scientific ideas or processes? Can they report findings from investigations through written explanations and conclusions? Can they use a graph or diagram to answer scientific questions? Can they compare and group materials together, according to whether they are solids, liquids or gases? Can they explain what happens to materials when they are heated or cooled? Can they measure or research the temperature at which different materials change state in degrees Celsius? Can they use measurements to explain changes to the state of water? Can they identify the part that evaporation and condensation has in the water cycle? Can they associate the rate of evaporation with temperature? Can they group and classify a variety of materials according to the impact of temperature on them? Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? Can they relate temperature to change of state of materials? Can they associate some sounds with something vibrating? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to a ear? Can they find patterns between the pitch of a sound and features of the object that produce it? Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? Can they recognise that sounds get fainter as the distance from the sound source increases? Can they explain how you could change the pitch of a sound? Can they explain why sound gets fainter or louder according to the distance? Can they explain how pitch and volume can be changed in a variety of ways? Can they work out which materials give the

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can they explain how some materials dissolve in liquid to form a solution? Can they describe how to recover a substance from a solution? Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? Can they describe changes using scientific words? (evaporation, condensation) Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? Can they use the terms 'reversible' and 'irreversible'?	Can they describe methods for separating mixtures? (filtration, distillation) Can they work out which materials are most effective for keeping us warm or for keeping something cold? Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases) Cant hey explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda? Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?	Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? Can they describe the life cycles of common plants? Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?	Can they decide which units of measurement they need to use? Can they explain why a measurement needs to be repeated? Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system? Can they explain how seasons and the associated weather is created? Can they describe and explain the movement of the Moon relative to the Earth? Can they describe the sun, earth and moon as approximately spherical bodies? Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? Can they compare the time of day at different places on the earth? Can they create shadow clocks? Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)	Can they report and present findings from enquiries through written explanations and conclusions? Can they use a graph to answer scientific questions? Can they find a pattern from their data and explain what it shows? Can they link what they have found out to other science? Can they suggest how to improve their work and say why they think this? Can they describe the changes as humans develop to old age? Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? Can they describe the changes experienced in puberty? Can they draw a timeline to indicate stages in the growth and development of humans?	Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? Can they make a prediction with reasons? Can they present a report of their findings through writing, display and presentation? Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they take repeat readings when appropriate? Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) Can they work out how water can cause resistance to floating objects? Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they give reasons why offspring are not identical to each other or to their parents? Can they explain the process of evolution and describe the evidence for this? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? Can they explain how some living things adapt to survive in extreme conditions? Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? Can they begin to understand what is meant by DNA?	Can they recognise that light appears to travel in straight lines? Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? Can they explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes? Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? Can they explain how different colours of light can be created? Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton' s first reflecting telescope) Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.		Can they explore different ways to test an idea, choose the best way, and give reasons? Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they explain, in simple terms, a scientific idea and what evidence supports it? Can they decide which units of measurement they need to use? Can they explain why a measurement needs to be repeated? Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they plan in advance which equipment they will need and use it well? Can they make precise measurements? Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? Can they use recognised symbols when representing a simple circuit in a diagram? Can they make their own traffic light system or something similar? Can they explain the danger of short circuits? Can they explain what a fuse is? Can they explain how to make changes in a circuit? Can they explain the impact of changes in a circuit? Can they explain the effect of changing the voltage of a battery?	Can they present a report of their findings through writing, display and presentation? Can they choose the best way to answer a question? Can they collect information in different ways? Can they find a pattern from their data and explain what it shows? Can they use a graph to answer scientific questions? Can they link what they have found out to other science? Can they suggest how to improve their work and say why they think this? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they report findings from investigations through written explanations and conclusions? Can they identify scientific evidence that has been used to support to refute ideas or arguments? Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? Can they draw conclusions from their work? Can they link their conclusions to other scientific knowledge? Can they explain how they could improve their way of working? Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? Can they give reasons for classifying plants and animals based on specific characteristics? Can they explain why classification is important? Can they readily group animals into reptiles, fish, amphibians, birds and mammals? Can they sub divide their original groupings and explain their divisions? Can they group animals into vertebrates and invertebrates? Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?	Can they use information to help make a prediction? Can they use test results to make further predictions and set up further comparative tests? Can they use information from different sources to answer a question and plan an investigation? Can they make a prediction which links with other scientific knowledge? Can they identify the key factors when planning a fair test? Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough? Can they explain why they have chosen specific equipment? (incl ICT based equipment) Can they record their measurements and observations systematically? Can they explain qualitative and quantitative data?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			UW - P&P - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class UW - P&P - Understand the past through settings, characters and events encountered in books read in class and storytelling			UW - PP - Understand the past through settings, characters and events encountered in books read in class and storytelling
Year 1	A1 Can they put up to three objects in chronological order (recent history)? A10 Can they use the words before and after correctly? A3Can they tell me about things that happened when they were little? A4 Can they recognise that a story that is read to them may have happened a long time ago? A6 Can they retell a familiar story set in the past? A7 Can they explain how they have changed since they were born? A9 Can they use words and phrases like: very old, when mummy and daddy were little? B1 Do they appreciate that some famous people have helped our lives be better today? C2 Can they spot old and new things in a picture?		A11 Can they say why they think a story was set in the past? A2 Can they use words and phrases like: old, new and a long time ago? A8 Can they put up to five objects/events in chronological order (recent history)? B3 Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? B4 Can they begin to identify the main differences between old and new objects? B5 Can they identify objects from the past, such as vinyl records? B7 Can they tell us about an important historical event that happened in the past? C1 Can they ask and answer questions about old and new objects? C3 Can they answer questions using a artefact/ photograph provided? C4 Can they give a plausible explanation about what an object was used for in the past? C5 Can they answer questions using a range of artefacts/ photographs provided? C6 Can they find out more about a famous person from the past and carry out some research on him or her?	B1 Do they appreciate that some famous people have helped our lives be better today? B2 Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?	B9 Do they know who will succeed the queen and how the succession works?	A5 Do they know that some objects belonged to the past? B2 Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? B4 Can they begin to identify the main differences between old and new objects? B6 Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? B8 Can they explain differences between past and present in their life and that of other children from a different time in history?
Year 2	Can they use words and phrases like: before I was born, when I was younger? Can they sequence events about the life of a famous person? Can they explain why someone in the past acted in the way they did?	Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words 'past' and 'present' accurately? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? Can they try to work out how long ago an event happened? Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? Can they explain why eye-witness accounts may vary?		Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they say at least two ways they can find out about the past, for example using books and the internet?	Queen Victoria and British Empire Link to Queen ELizabeth II - Queens Jubilee - LAT event Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about their own life? Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they explain how their local area was different in the past? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? Can they explain what is meant by a democracy and why it is a good thing? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	Research event - polar exhibitions Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3			Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they set out on a timeline, within a given period, what special events took place? Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they, through research, identify similarities and differences between given periods in history? Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Can they use their mathematical knowledge to work out how long ago events would have happened? Can they use various sources of evidence to answer questions? Can they use their 'information finding' skills in writing to help them write about historical information? Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly? Can they research a specific event from the past?	Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?	The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Can they place periods of history on a timeline showing periods of time? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? a study of Greek life and achievements and their influence on the western world.	Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they explain how events from the past have helped shape our lives? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Can they give more than one reason to support an historical argument? Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne		Plot recent history on a timeline Building up a picture of main events that impacted Britain/the world during different centuries Recognising lives of poor people v different to that of poor people Present an aspect of history that the children have researched (Industrial Revolution)		Can they plot recent history on a timeline using centuries? Can they use their mathematical skills to round up time differences into centuries and decades? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Do they recognise that the lives of wealthy people were very different from those of poor people? Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Year 5	Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? Do they have a good understanding as to how crime and punishment has changed over the years? Anglo-Saxon laws and justice democracy in Britain	Can they use dates and historical language in their work? Can they describe historical events from the different period/s they are studying/have studied? a significant turning point in British history, e.g. the Industrial Revolution (Darwinism, Irish potato famine, rationing in the war).	Do they appreciate that significant events in history have helped shape the country we have today?	Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Can they test out a hypothesis in order to answer a question?	Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Edward the Confessor and his death in 1066	a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6			Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework?	Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?	Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? one in-depth study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin civilisation (West Africa) c. AD 900-1300.	Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise how Britain has had a major influence on world history? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they suggest relationships between causes in history? Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions? a depth study linked to one of the British areas of study listed in the National Curriculum a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a significant turning point in British history, e.g. WWI or the Battle of Britain

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			UW - NW - Explore the natural world around them, making observations and drawing pictures of animals and plants	UW - PCC - Describe their immediate environment using knowledge from observation discussion, stories, non fictions texts and maps UW - NW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	UW - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and, where appropriate, maps	
Year 1	Can they say what they like about their locality? Can they sort things they like and don't like?	Can they answer some questions using different resources, such as books, the internet and atlases? Can they identify the four countries making up the United Kingdom?	Can they think of a few relevant questions to ask about a locality? Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? Can they name some of the main towns and cities in the United Kingdom? Can they name a few towns in the south and north of the UK?	Can they answer questions about the weather? Can they keep a weather chart? Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow? Can they explain how the weather changes with each season? Can they begin to explain why they would wear different clothes at different times of the year?	Can they explain the main features of a hot and cold place? Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? Can they tell something about the people who live in hot and cold places? Can they point out where the equator, north pole and south pole are on a globe or atlas?	Can they tell someone their address? Can they name different jobs that people living in their area might do?
Year 2	Can they describe some physical features of their own locality? Can they describe some human features of their own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Can they explain what facilities a town or village might need?	Can they name the continents of the world and find them in an atlas? Can they name the major cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK?		Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking some relevant questions to someone else? Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? Can they describe some places which are not near the school? Can they explain how the weather affects different people? Can they point out the North, South, East and West associated with maps and compass?	British Empire Can they say what they like and don't like about their locality and another locality like the seaside? Can they explain what makes a locality special? Can they describe a place outside Europe using geographical words? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? Can they find the longest and shortest route using a map? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?	Habitats - polar regions - maps Label photos and features Can they describe some of the features associated with an island? Do they think that people try to make the area better? How? Can they locate some of the world's major rivers and mountain ranges?
Year 3	Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe physical features in a locality? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they name a number of countries in the Northern Hemisphere? Can they name and locate some well-known European countries? Can they name the two largest seas around Europe?			Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they explain why a locality has certain physical features? Can they describe how volcanoes have an impact on people's lives? Can they explain how people's lives vary due to weather? Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe? Can they name the two largest seas around Europe?	Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km? Can they work out how long it would take to get to a given destination taking account of the mode of transport? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own?	

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4		Do they know the difference between the British Isles, Great Britain and UK?		Can they carry out a survey to discover features of cities and villages? Can they label the same features on an aerial photograph as on a map? Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? Can they give accurate measurements between 2 given places within the UK? Can they describe the main features of a wellknown city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? Can they explain how a locality has changed over time with reference to physical features? Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features? Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved? Can they explain how people are trying to manage their environment? Can they name up to six cities in the UK and locate them on a map? Can they name some main towns and cities	Can they find the same place on a globe and in an atlas? Can they plan a journey to a place in England? Can they name the areas of origin of the main ethnic groups in the UK & in their school?	Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the countries that make up the European Union? Can they locate and name some of the main islands that surround the UK? Can they name the counties that make up the home counties of London?
Year 5	Can they explain why water is such a valuable commodity? Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas?	Can they collect information about a place and use it in a report? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they work out an accurate itinerary detailing a journey to another part of the world?	Can they explain why many cities of the world are situated by rivers? Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features? Can they report on ways in which humans have both improved and damaged the environment? Can they name and locate many of the world's major rivers on maps? Can they begin to recognise the climate of a given country according to its location on the map?	Can they map land use? Can they explain how a location fits into its wider geographical location; with reference to physical features?	Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?	
Year 6	Can they confidently explain scale and use maps with a range of scales? Can they accurately use a 4 figure grid reference? Can they name the largest desert in the world? Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles? Can they explain how the time zones work? Can they name and locate the main canals that link different continents? Can they name the main lines of latitude and meridian of longitude?	Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they describe how some places are similar and others are different in relation to their physical features?	Can they describe how some places are similar and others are different in relation to their human features? Can they give an extended description of the human features of different places around the world? Can they analyse population data on two settlements and report on findings and questions raised?	Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they use a range of self selected resources to answer questions? Do they understand the term sustainable development? Can they use it in different contexts? Can they explain how human activity has caused an environment to change?	Can they plan a journey to another part of the world which takes account of time zones? Can they recognise key symbols used on ordnance survey maps?	Can they create sketch maps when carrying out a field study? Can they map land use with their own criteria?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						
Year 1	Do they understand simple classroom commands?			Can they copy a single word correctly? Can they label items?	Can they choose the right words to complete a phrase? Can they choose the right words to complete a short sentence?	
Year 2	Do they understand a range of familiar statements?	Do they understand a range of familiar questions? Can they give short and simple responses to what they see and hear? Can they use (set) phrases?	Can they name and describe objects? Can they read and understand short phrases? Can they read aloud single words and phrases?			
Year 3		Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage?	Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response?	Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?		
Year 4					Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?	
Year 5		Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? Can they understand a short story or factual text and note some of the main points? Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases?	"Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?"			
Year 6				Do they understand longer passages made up of familiar language in simple sentences? Can they understand a short story or factual text and note some of the main points?	Can they identify the main points and some details? Can they understand a short story or factual text and note some of the main points?	Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			EAD - CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		EAD - CM - Share their creations, explaining the process they have used	EAD - CM - Share their creations, explaining the process they have used
Year 1	Can they communicate something about themselves in their drawing? Can they draw using pencil and crayons?	Can they create moods in their drawings? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? Can they communicate something about themselves in their painting? Can they create moods in their painting? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they add texture by using tools? Can they cut, roll and coil materials such as clay, dough or plasticine?	Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?	Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	Can they name the primary and secondary colours? Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern? Can they make different kinds of shapes? Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread?
Year 2	Can they begin to demonstrate their ideas through photographs and in their sketch books?	Can they make a clay pot? Can they join two finger pots together? Can they add line and shape to their work? Can they join fabric using glue?	Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer?	Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Do they keep notes in their sketch books as to how they have changed their work? Can they create a picture independently? Can they use simple IT mark-making tools, e. g.brush and pen tools? Can they edit their own work? Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?	William Morris Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer? Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage?	Landscapes Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?
Year 3	Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they use the web to research an artist or style of art?	Can they create pop-ups? Can they cut very accurately? Can they compare the work of different artists? Can they explore work from other cultures?	Can they experiment using different colours? Can they use montage? Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? Can they explore work from other periods of time? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?	Can they create a background using a wash? Can they use a range of brushes to create different effects? Can they make notes in their sketch books about techniques used by artists?	Can they make a printing block? Can they make a 2 colour print?	Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work? Can they add texture to a piece of work? Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
Year 4	Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they create all the colours they need? Can they create mood in their paintings? Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Do they keep notes about the purpose of their work in their sketch books? Can they experiment with different styles which artists have used? Can they explain art from other periods of history?		Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?	Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials?	Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project? Can they present a collection of their work on a slide show?	Can they use ceramic mosaic? Can they combine visual and tactile qualities?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?	Can they create a range of moods in their paintings? Can they combine graphics and text based on their research? Can they express their emotions accurately through their painting and sketches? Can they experiment with different styles which artists have used?	Can they identify and draw simple objects, and use marks and lines to produce texture?	Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas?	Do they experiment with and combine materials and processes to design and make 3D form? Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion?	Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.
Year 6	Can they explain why they have chosen specific drawing techniques? meaning and purpose, keeping notes and annotations in their sketch books?	Can they create work which is open to interpretation by the audience? Can they justify the materials they have chosen? Can they combine pattern, tone and shape? Can they say what their work is influenced by?		Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? Can they create models on a range of scales? Can they include both visual and tactile elements in their work? Can they sculpt clay and other mouldable materials?	Do they use software packages to create pieces of digital art to design. Can they create a piece of art which can be used as part of a wider presentation?	Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? Can they include technical aspects in their work, e.g. architectural design?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R			EAD - CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		EAD - CM - Share their creations, explaining the process they have used	EAD - CM - Share their creations, explaining the process they have used
Year 1			Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? Can they explain what they are making? Can they explain which tools are they using? Can they describe how something works? Can they talk about their own work and things that other people have done? Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts? Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes?	Can they describe how different textiles feel? Can they make a product from textiles by gluing?	
Year 2			Can they think of ideas and plan what to do next? Can they describe their design by using pictures, diagrams, models and words? Can they join things (materials/ components) together in different ways? Can they explain what went well with their work? If they did it again, can they explain what they would improve? Can they measure materials to use in a model or structure? Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they consider how to improve their construction?	Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? Pupils should be taught to use the basic principles of a healthy and varied diet to prepare dishes Pupils should be taught to understand where food comes from.	Moving Vehicles Can they join materials together as part of a moving product? Can they add some kind of design to their product? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? Can they incorporate some type of movement into models? Can they consider how to improve their construction?	Landscapes Can they measure textile? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile? Can they consider how to improve their construction?
Year 3		Can they show that their design meets a range of requirements? Can they describe their design using an accurately labelled sketch and words? Can they choose the right ingredients for a product? Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques?	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? How realistic is their plan? Can they use equipment and tools accurately? Can they explain what they changed which made their design even better? Can they use equipment safely?	Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?	Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?	

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? How have they attempted to make their product strong?			Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others? Can they show a good level of expertise when using a range of tools and equipment? Have they thought of how they will check if their design is successful? Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way? Can they add things to their circuits? How have they altered their product after checking it? Are they confident about trying out new and different ideas? Can they measure carefully so as to make sure they have not made mistakes?	Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way? Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience?	
Year 5			Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria?		Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed stepby-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques? How have they ensured that their product is strong and fit for purpose?	Can they describe what they do to be both hygienic and safe? How have they presented their product well?
Year 6				Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product? Can they justify why the chosen material was the best for the task? Can they justify design in relation to the audience?	Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs?	How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better? Does their product meet all design criteria? Did they consider the use of the product when selecting materials? Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						UW - PCC - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
Year 1	Talk about the fact that Christians believe in God and follow the example of Jesus Recognise some Christian symbols and images used to express ideas about God (A3) Talk about simple ideas about Christian beliefs, God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2) Ask some questions about believing in God and offer some ideas of their own (C1) Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).	Make links between what Jesus taught and what Christians believe and do (A2) Respond thoughtfully to a piece of Christian music and bible text that inspired it.(B1) Ask some questions about believing in God and offer some ideas of their own (C1) Identify a special time they celebrate and explain simply what a celebration is (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion (B1) Identify some similarities and differences between the celebrations studied		Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify some similarities and differences between ceremonies studied (B3). Identify a special time they celebrate and explain simply what a celebration is (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3).		Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify some similarities and differences between ceremonies studied (B3). Respond to examples of co-operation between different people (C2) Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1).
Year 2		Identify a special time they celebrate and explain simply what a celebration is (A1). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Identify some similarities and differences between the celebrations studied. Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1) Talk about how religions teach that people are valuable, giving simple examples (B1). Talk about the issues of good and bad, right and wrong arising from the stories (C3).		Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion (B1).	Eid Recognise that some people believe that God created the world so we should look after it. Re-tell Bible stories and stories from another faith about caring for others and the world (A2) Identify the ways that some people make a response to God by caring for others and the world (B1). Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad and identify some ways Muslims mark Ramadan and celebrate Eid-Ul- Fitr (A1). Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99names of Allah (A1). Retell a story about the life of Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Make links between what the Holy Qu'ran says and how Muslims behave (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-Ul-Fitr and how this might make them feel (B1)	Talk about some texts from different religions that promote the 'Golden rule', and think about what would happen if people followed this rule more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1) Answer the title question thoughtfully, in the light of their learning in this unit (C1). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3		Re-tell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Identify beliefs about God that held by Christians, Hindus and/or Muslims (B1) Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe God (B1). Identify some similarities and differences between ideas about what God is like in different religions (B3). Ask questions and suggest some of their own responses to ideas about God (C1). Discuss and present their own ideas about why there are so many ideas about God and express their own understanding of God through words, symbols and art (C1). Describe what some believers do when they pray (A1). Describe the practice of prayer in the religions studied (A2). Make connections between what people believe and what people do when they pray (A3). Consider and evaluate the significance of prayer in the lives of people today. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Explain similarities and differences between how people pray (B3).		Identify and name examples of what Christians have and do in their families and at a church to show their faith (A3). Describe some examples of what Christians do to show their faith and what, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs. Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. Discuss links between the actions of Christians helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).		
Year 4	Ask good questions about what Hindus do to show their faith (B1).	Explain similarities and differences between Hindu worship and worship in another religion tradition pupils have been taught (B3).			Describe how Christians celebrate Holy Week and Easter Sunday (B1). Give simple definitions of some key Christian terms 9e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, Incarnation, salvation – see unit L2.2), reflecting on why this inspires Identify the most important parts of Easter for Christians and say why they are important (B1). Describe some ways Hindus express their faith through puja, aarti and bhajans (A2)	
Year 5		B: Express ideas and insights about the nature, significance and impact of world religions and worldviews.		Present different views on why people believe in God or not, including their own ideas (C1). Enquire into what some atheists, theists and agnostics say about God, expressing their own ideas and arguments, using evidence and examples (C1). Recall and name some key features of places of worship studied (A1). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Comment thoughtfully on the value of and purpose of places of worship in religious communities (B1). Find out about what believers say about their places of worship. Present ideas about the importance of people in a place of worship rather than the place itself (C1).	Describe the 5 Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Make connections about Muslim practice the key functions of the of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe the forms of guidance a Muslim uses and compare them to the forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Identify three reasons why the Holy Qu'ran is important to Muslims and how it makes a difference to how they live (B1). Describe and reflect on the significance of the Holy Qu'ran to Muslims (B1). Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).	Make connections between how believers feel about places of worship in different traditions (A3). Outline how and why places of worship fulfil special functions in the lives of believers (A3).

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	A: Know about and understand a range of religions and world views. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). B: Express ideas and insights about the nature, significance and impact of world religions and worldviews. Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life (B1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).			Outline how and why some Humanists criticise spending on religious buildings or art (A3). B: Express ideas and insights about the nature, significance and impact of world religions and worldviews. C: Gain and deploy the skills needed to engage seriously with religions and worldviews. A: Know about and understand a range of religions and world views. Identify the values found in stories and texts (A2). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Describe some Christian and Humanist values simply (B3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2) Give examples of similarities and differences between Christian and Humanist values (B3). C: Gain and deploy the skills needed to engage seriously with religions and worldviews. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning (C2).	Express ideas about how and why religion can help believers when times are hard, giving examples. Explain what difference belief in judgement/karma/reincarnation might make to how someone lives, giving examples (B1).	

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						
Year 1		Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Can they clap short rhythmic patterns? Do they look at their audience when they are performing? Can they copy sounds? Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated? Can they make different sounds with their voice? Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds?		Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing? Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?	Use the voice and body to create musical patterns. Explore sound as a means of expressing imaginative ideas/ Recreate sounds from familiar experiences. Participate in performing and creating music both individually and collectively. Create their own basic musical instruments.	Can they show sounds by using pictures? Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?
Year 2		Do they sing and follow the melody (tune)? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?		Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Can they listen out for particular things when listening to music?	Victorian composers Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song?	Performing Can they play simple rhythmic patterns on an instrument? Appraising Can they improve their own work? Can they listen out for particular things when listening to music? Do they recognise sounds that move by steps and by leaps?
Year 3		Do they sing in tune with expression? Do they control their voice when singing? Can they use different elements in their composition? Do they understand how the use of tempo can provide contrast within a piece of music? Can they use musical words (the elements of music) to describe a piece of music and compositions?	Can they play clear notes on instruments? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling? Do they understand metre in 2 and 3 beats; then 4 and 5 beats?	Can they work with a partner to create a piece of music using more than one instrument? Can they create repeated patterns with different instruments? Can they improve their work; explaining how it has improved?		Can they compose melodies and songs? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer? Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?
Year 4	Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch?			Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	Can they improvise using repeated patterns? Can they use selected pitches simultaneously to produce simple harmony? Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance? Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast? Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they identify how a change in timbre can change the effect of a piece of music?	

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Can they contrast the work of famous composers and show preferences? Can they explain how tempo changes the character of music?	Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations?		Can they compose music which meets specific criteria? Can they choose the most appropriate tempo for a piece of music? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they contrast the work of famous composers and show preferences? Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?		Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? Can they use a music diary to record aspects of the composition process?
Year 6		Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? Can they analyse features within different pieces of music? Can they compare and contrast the impact that different composers from different times will have had on the people of the time?		Can they sing a harmony part confidently and accurately? Can they perform parts from memory? Can they perform using notations? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support? Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? Can they appraise the introductions, interludes and endings for songs and compositions they have created?		Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) Do they recognise that different forms of notation serve different purposes? Can they use different forms of notation? Can they combine groups of beats? Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						
Year 1	Can they create a simple series of instructions - left and right? Do they understand forwards, backwards, up and down? Can they begin to plan and test a Bee-bot journey?	Can they capture images with a camera? Can they record a sound and play it back? Can they word process ideas using a keyboard?	Can they enter information into a template to make a graph? Do they recognise what an email address looks like? Can they use the spacebar, back space, enter, shift and arrow keys?	Can they print out a photograph from a camera with help? Have they joined in sending a class email? Can they use the @ key and type an email address? Can they print out a page from the internet? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class?	Can they use a teacher prepared photo story to create a slideshow of photos	Can they record pupils' voices as a voice over? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?
Year 2	Can they click links in a website?	Can they follow the school's safer internet rules? Can they use the search engines agreed by the school?	Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they use a password to access the secure network?	Can they word process a piece of text? Can they create a presentation in a small group and record the narration? Can they record sounds into software and playback? Can they insert prerecorded sounds into a presentation?	Research skills - presenting E-Safety and Knowledge Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet?	Dear Greenpeace Communicating Can they send and reply to messages sent by a safe email partner (within school)? Data Retrieving & Research Can they print a web page to use as a resource? E safety and Knowledge Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? E-Safety Skills Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it?
Year 3		Can they experiment with variables to control models? Can they use repeat command in logo to create a pattern? Can they use the email address book? Can they open and send an attachment? Can they search for an image, then copy and paste it into a document? Can they use 'Save picture as' to save an image to the computer? Can they copy and paste text into a document? Can they search by keyword using a child friendly search engine? Can they bookmark a page into your favourites? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?	Have they experienced downloading images from a camera into files on the computer? Can they use photo editing software to crop photos and add effects? Do they begin to use note making skills to decide what text to copy? Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?	Can they find relevant information by browsing a menu.	Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Can they use a branching database? Can they create a presentation that moves from slide to slide and is aimed at a specific audience? Can they combine text, images and sounds and show awareness of audience? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?	Can they use 90 degree and 45 degree turns? Can they give an on-screen robot directional instructions? Can they draw a square, rectangle and other regular shapes on screen, using commands? Can they write more complex programs? Can they review images on a camera and delete unwanted images? Can they contribute to a class blog? Do they understand that copyright exists on most digital images, video and recorded music?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Can they use a search engine to find a specific website? Can they use note-taking skills to decide which text to copy and paste into a document? Can they use tabbed browsing to open two or more web pages at the same time? Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Can they use animation in their presentation?	Can they open a link to a new window? Can they open a document (PDF) and view it? Do they follow the school's safer internet rules? Can they use different search engines?	Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Do they understand the need to keep personal information and passwords private? Do they understand that if they make personal information available online it may be seen and used by others? Do they know how to respond if asked for personal information or feel unsafe about content of a message? Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? Do they know how to report an incident of cyber bullying?	Can they choose images and download into a file? Can they download images from the camera into files on the computer? Can they copy graphics from a range of sources and paste into a desktop publishing program? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? Can they use strategies to verify information, e.g. crosschecking? Dot hey understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? Do they understand that copyright exists on most digital images, video and recorded music?	Can they use repeat instructions to draw regular shapes on screen, using commands? Can they experiment with variables to control models? Can they make turns specifying the degrees? Can they give an on-screen robot specific directional instructions that takes them from x to y? Can they make accurate predictions about the outcome of a program they have written? Can they capture images using webcams, screen capture, scanning, visualiser and internet? Can they use photo editing software to crop photographs and add effects? Do they appreciate the benefits of ICT to send messages and to communicate? Can they use the automatic spell checker to edit spellings? Can they insert sound recordings into a multi media presentation? Do they know the difference between online communication tools used in school and those used at home? Do they understand the need to develop an alias for some public online use? Do they understand that the outcome of internet searches at home may be different than at school? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new? Can they explain how to use email safely?	Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Do they recognise what a spread sheet is? Can they use the terms 'cells', 'rows' and 'columns'? Can they enter data, highlight it and make bar charts? Can they copy and paste the graph/bar chart and use it in a WP document?
Year 5	Can they use instant messaging to communicate with class members? Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer? Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they understand the potential risk of providing personal information online? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they follow the school's safer internet rules? Can they make safe choices about use of technology? Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? Can they create strong passwords and manage them so that they remain strong? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? Can they competently use the internet as a search tool?	Can they conduct a video chat with someone elsewhere in the school or in another school? Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as = > or <? Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents? Can they use bullets and numbering tools? Can they make an information poster using graphics skills to good effect?	Can they use ICT to record sounds and capture both still and video images? Can they capture sounds, images and video? Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? Do they know how to report any suspicions? Do they know that content put online is extremely difficult to remove? Do they know what to do if they discover something malicious or inappropriate?	Can they combine sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? Can they use ICT to measure sound or light or temperate using sensors? Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?	Can they select music from open sources and incorporate it into multimedia presentations? Can they work on simple film editing? Can they use a range of presentation applications? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?	Can they listen to streaming audio such as online radio? Can they download and listen to podcasts? Can they produce and upload a podcast? Can they manipulate sounds using Audacity?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Can they explain how an algorithm works? Can they detect errors in a program and correct them? Can they use an ICT program to control a number of events for an external device? Can they use ICT to measure sound, light or temperature using sensors and interpret the data? Can they explore 'what if' questions by planning different scenarios for controlled devices? Can they use input from sensors to trigger events? Can they check and refine a series of instructions?		Can they collect live data using data logging equipment? Can they identify data error, patterns and sequences? Can they use the formulae bar to explore mathematical scenarios? Can they create their own database and present information from it?	Can they conduct a video chat with people in another country or organisation? Can they conduct a video chat with more than one person at a time? Can they contribute to discussions online? Can they use a search engine using keyword searches? Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"? Can they compare the information provided on two tabbed websites looking for bias and perspective?	Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they follow the school's safer internet rules? Can they make safe choices about use of technology? Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? Can they create strong passwords and manage them so that they remain strong? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?	Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? Can they add special effects to alter the appearance of a graphic? Can they 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)? Can they make an information poster using their graphics skills to good effect? Can they present a film for a specific audience and then adapt same film for a different audience? Can they create a sophisticated multimedia presentation? Can they confidently choose the correct page set up option when creating a document? Can they confidently use text formatting tools, including heading and body text? Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)? Can they incorporate graphics where appropriate, using the most effective text wrapping formats?

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R				PSED - SR - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate PSED - SR - Show an understanding of their own feelings and those of others, and being to regulate their behaviour accordingly	PSED - SR - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	
Year 1	I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend to me is I know appropriate ways of physical contact to greet my friends and which ways I prefer I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me I can identify similarities between people in my class. I can identify differences between people in my class I know that it is good to make friends that are different from me I can tell you some ways I am different from my friends I understand the rights and responsibilities as a member of my class. I know my views are valued and can contribute I can tell you how my body has changed since I was a baby.	I can recognise the choices I make and understand the consequences. I can tell you about changes that have happened in my life.	I understand how to work well with a partner I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy		I know how to keep myself clean and healthy, and understand how germs cause disease/illness I understand that medicines can help me if I feel poorly and know how to use them safely I can identify the parts of a body that make boys different to girls and can use the correct names for these. I can discuss my worries and the things I am looking forward to about being in Year 2.
Year 2	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I can recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for the people in my special relationships. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I can recognise what is right and wrong and know how to look after myself. I know some ways to make friends. I can tell you some ways I am different from my friends. I understand the rights and responsibilities for being a member of my class and school. . I can listen to other people and contribute my own ideas and rewards and consequences. I understand how to follow the class rules and they will help me and others learn. I can recognise the choices I make and understand the consequences. I know about road/fire safety and how to ask for help I can tell you about the natural process of growing from young to old and understand that this is not my control. I can recognise how my body has changed since being a baby and where I am on the continuum from young to old.	I can identify some of the things that cause conflict with my friends. I understand that bullying is sometimes about difference.	I can persevere even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can work cooperatively in a group to create an end product. I can explain some of the ways I worked in a group to create the end product. I understand that bullying is sometimes about difference.	I know what I need to keep my body healthy (eating, rest, exercise affects weight, mood and ability to learn). I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body I can recognise the physical differences between girls and boys, use the correct names for parts and appreciate that some parts of my body are private. I can tell you about changes that have happened in my life.	Democracy I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I can show or tell what relaxed means and I know somethings that make me feel relaxed and some that make me feel stressed.	Transition to Yr 3 I can choose a realistic goal and think about how to achieve it. I know how to share success with other people. I can identify what I am looking forward to when I am in year 3 and changes I might make. I can discuss my worries and the things I am looking forward to about being in Year 2.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	R11. to work collaboratively towards shared goals R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
Year 4	I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (RECAP). I am able to judge what physical contact is acceptable or unacceptable and know how to respond. I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk I know what positively and negatively affects my physical, mental and emotional health (recognise anxiety, shame, pressure) I can make informed choices, recognising positive and negative consequences, and begin to understand a balanced lifestyle (obesity, dental health - tooth decay, regular vigorous exercise, bad food habits). I recognise when others actions make me feel inadequate and manage this with simple self care techniques. I know who to ask for help if I'm worried about my health. I can explain something that is unique about me.	I know how to recognise bullying and abuse in all its forms and problem solve a bullying situation with others I can explain why it is good to accept people for who they are. I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I know what being part of a community means, and about the varied institutions that support communities locally and nationally.	I know strategies for keeping safe online, protecting personal information and passwords (RECAP). I know about people who are responsible for helping me stay healthy and safe and how they can help me. (RECAP)	I can consider the lives of people living in other places and people with different values and customs (Link to inquiry or RE). I can differentiate between the terms risk, danger and hazard and know how to to manage situations with these. I understand school rules about health and safety, basic emergency first aid and how and where to get help I know how to recognise how increasing independence brings increased responsibility to keep myself and others safe.		I can work collaboratively towards shared goals and be resilient during this process I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords. I know strategies for keeping physically and emotionally safe, including road safety, fire and water safety (water is the focus). I know how to help people with asthma (First Aid Afternoon). I know about change, including transitions, loss, separation, divorce and bereavement (RECAP). I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	I can compare my life with people in developing countries. I know what racism is. I understand school rules about health and safety, basic emergency first aid and how and where to get help. I know about people who are responsible for helping me stay healthy and safe and how they can help me (RECAP). I know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP).	I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider and respect the lives of people living in other places and people with different values and customs (Inquiry or RE). I can enjoy an experience from a culture different from my own. I know about stereotypes and how these can damage. I can listen and respond respectfully to a wide range of people and be able to constructively challenge others. I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk I can compare my life with people in developing countries.	I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (RECAP) I know my actions affect others and myself. I can understand online and offline behaviours and their impact. I know strategies for keeping safe online, protecting personal information and passwords (RECAP). I can explore and critique how the media present information. I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider and respect the lives of people living in other places and people with different values and customs (Inquiry or RE). I know what racism is. I realise the consequences of teasing and prejudice based language. I know strategies for keeping physically and emotionally safe, including road, fire, water and cycle safety (cycle is the focus). I can research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations to appropriate people.		I can recognise and manage dares. (MOVED TO TERM 6) I understand that I have the right to protect my body from inappropriate or unwanted contact. ALRIGHT CHARLIE – Blast Project (MOVED TO TERM 6) I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources– ALRIGHT CHARLIE – Blast Project I know how to deepen my understanding of my feelings, particularly with regards to my body image. Christopher Winter Project – Talking about Puberty Male and Female Changes Puberty and Hygiene I know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP). I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction I can recognise ways in which a relationship can be unhealthy, know how to resist pressure and who I can talk to if I need support. ALRIGHT CHARLIE – Blast Project I understand that I have the right to protect my body from inappropriate or unwanted contact. ALRIGHT CHARLIE – Blast Project I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources– ALRIGHT CHARLIE – Blast Project	I can recognise ways in which a relationship can be unhealthy, know how to resist pressure and who I can talk to if I need support. ALRIGHT CHARLIE – Blast Project I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords. I know that online violent behaviour can lead to offline violent behaviour. I know what positively and negatively affects my physical, mental and emotional health and how to manage this (isolation, loneliness, safe and unsafe exposure to the sun/reducing the risk of sun damage). I can identify what I am looking forward to when I am in Year 6. I can start to think about changes I will make when I am in Year 6 and know how to go about this.
Year 6		I know what a positive, healthy relationship is and can develop skills to foster this. I know how to manage requests for images of myself and what is not appropriate. I can critically examine what is presented in social media and understand misrepresentation I know what I should not forward to others.	I know what positively and negatively affects my physical, mental and emotional health (importance of early intervention, where to seek help if they or others need help - online or in person). I know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal. I understand 'habits' and why they can be hard to change. I know facts and science relating to allergies, immunisation and vaccination.	I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (thinking about their role in this as they get older).		I can identify what I am looking forward to and what worries me about the transition to secondary school.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						
Year 1	Can they describe how their body feels before, during and after an activity?	Can they throw underarm? Can they move and stop safely? Can they throw in different ways? Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?		Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Can they hit a ball with a bat?	Can they kick in different ways?	
Year 2	Can they copy and remember actions? Can they repeat and explore actions with control and coordination? Can they talk about what is different between what they did and what someone else did? Can they plan and show a sequence of movements? Can they work on their own and with a partner to create a sequence?	Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination?	Can they use hitting, kicking and/or rolling in a game? Can they use one tactic in a game? Can they use contrast in their sequences?	Can they say how they could improve? Can they explain what their body needs to keep healthy? Can they make a sequence by linking sections together? Can they link some movements to show a mood or feeling? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'?	Games Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they follow rules?	Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game?
Year 3	Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve? Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance? Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?	Can they explain how their work is similar and different from that of others?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?	With help, do they recognise how performances could be improved? Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance?	Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences?	

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Can they explain why warming up is important? Can they explain why keeping fit is good for their health?	Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent? Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?	Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game?	Can they make up their own small-sided game? Can they catch with one hand? Can they throw and catch accurately? Can they throw in different ways? Can they hit a target?		Can they run over a long distance?
Year 5	Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information? Can they use their observations to improve their work? Can they gain possession by working as a team? Can they pass in different ways? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot?	Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? Can they gain possession by working as a team? Can they pass in different ways? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot? Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences?	Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency? Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve? Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance? Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?	Netball Gymnastics (2)	Can they use forehand and backhand with a racquet?	Can they field? Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules?
Year 6		Do they combine their own work with that of others? Can they link their sequences to specific timings?	Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise? Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance?	Can they analyse and explain why they have used specific skills or techniques? Can they create their own success criteria for evaluating? Can they make a team plan and communicate it to others? Can they lead others in a game situation?	Can they modify use of skills or techniques to improve their work? Can they explain complicated rules? Can they demonstrate stamina? Can they use their skills in different situations?	Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme description							
Central idea	We are different, we're the same!	Environment, cultures, and experiences form who we are.	Communities promote relationships, values and responsibilities to support those living in them.	Humans can be classified according to their differences and similarities	Maintaining health in various aspects of our lives may enrich our well-being.	Protecting and advocating for human rights is a shared responsibility.	Animals including humans can be adaptive and unique
Key Concepts	Form (What is it like?) Change (How is it changing?) Connection (How is it connected?)	Form (What is it like?) Change (How is it changing?) Perspective (What are the points of view?)	Form (What is it like?) Function (How does it work?) Responsibility? (What is our responsibility?	Function (How does it work?) Causation (Why is it like that?) Perspective (What are the points of view?	Form (What is it like?) Causation (Why is it like that?) Responsibility? (What is our responsibility?	Form (What is it like?) Causation (Why is it like that?) Responsibility? (What is our responsibility?	Causation (Why is it like that?) Connection (How is it connected?) Perspective (What are the points of view?)
Related Concepts	Self, similarities, differences	Identity, growth, relationships, beliefs	Community, self, relationships, connections, rules, responsibilities	Health Living things Growth Identity Classification	Health Change Relationships	rights prejudice justice	Adaptation, discovery, survival, balance, beliefs
Lines of inquiry	An inquiry into the nature of self human relationships An inquiry into similarities and differences in humans An inquiry into what we can learn from each others simiarlirities and differences	An inquiry into how I am growing and changing. An inquiry into recognising similarities and differences between self and others. An inqury into how we belong to different identity groups	An inquiry into what a community is - FORM An inquriy into how rules and reposnsibiities support a commninity - FUNCTION An inquiry into how communities support living things . - RESPONSIBILITIES	An inquiry into what makes me a human. An inquiry into how humans classify themselves An inquiry into human cultures within the UK and countries around the world	An inquiry into what one means by religious health - FORM An inquiry into ways we may look after our mental well-being - RESPONSIBILITY An inquiry into how athletes maintain their physical health - CAUSATION	An inquiry into your rights and responsibilities. An inquiry into responsibiliies to others An inquiry into comparison of responsbilitites over time.	An inquiry into why animals and humans are all individuals. An inquiry into how humans and animals have adapted and evolved over time An inquiry into comparing opposing beliefs
Multi structural							
Relational							
Extended abstract							
SDGs							
Key text	The Colour Monster We're Different, We're The Same! There's Only One You What I Like About Me It's ok to be different	All Are Welcome All Join In What Makes Me a ME? Beegu	Burglar Bill The Day the Crayons Quit The Magic Pencil	Iron Man-human features The Wild Robot. Dollar Street	Poetry Picture books	poetry (Kenning) Non-fiction writing Letter writing	Biography poetry Non-chron
Exit point - involving parents/community							
Phonics							
English Writing							
English Reading							
English Speaking & Listening							

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Maths		Number: Place Value (within 10) Sort objects. Count objects. Represent objects. Count, read and write forwards from any number 0 to 10. Count, read and writing backwards from any number 0 to 10. Count one more. Count one less. One to one correspondence to start to compare groups. Compare groups using language such as equal, more/greater, less/fewer. Introduce = , > and < symbols. Compare numbers. Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd ....). The number line. Number: Addition and Subtraction (within 10) Part whole model. Addition symbol.. Fact families Addition facts. Find number bonds for numbers within 10. Systematic methods for number bonds within 10. Number bonds to 10. Compare number bonds. Addition: Adding together. Addition: Adding more.	Place Value Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Tens and ones with a part whole model. Tens and ones using addition. Use a place value chart. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s. Addition and Subtraction Fact families Addition and subtraction bonds to 20. Check calculations. Compare number sentences. Related facts. Bonds to 100 (tens). Add and subtract 1s. 10 more and 10 less. Add and subtract 10s. Add a 2 digit and 1 digit number crossing ten.	Place Value Hundreds. Represent numbers to 1,000. 100s, 10s and 1s (1). 100s, 10s and 1s (2). Number line to 1,000. Find 1, 10, 100 more or less than a given number. Compare objects to 1,000. Compare numbers to 1,000. Order numbers. Count in 50s. Addition and Subtraction Add and subtract multiples of 100. Add and subtract 3 digit numbers and ones not crossing 10. Add 3 digit and 1 digit numbers crossing 10. Subtract a 1 digit number from a 3 digit number crossing 10. Add and subtract 3 digit numbers and tens not crossing 100. Add a 3 digit number and tens crossing 100. Add and subtract 100s. Spot the pattern making it explicit.	Place Value Roman numerals to 100. Round to the nearest 10. Round to the nearest 100. Count in 10,000s. 1,000s, 100s, 10s and 1s. Partitioning. Number line to 10,000. 1,000 more or less. Compare numbers. Order numbers. Round to the nearest 1,000. Count in 25s. Negative numbers. Addition and Subtraction Add and subtract 1s, 10s, 100s and 1000s. Add two 4 digit numbers no exchange. Add two 4 digit numbers one exchange. Add two 4 digit numbers more than one exchange. Subtract two 4 digit numbers no exchange. Subtract two 4 digit numbers one exchange.	Place Value Number to 10,000. Roman numerals to 1,000. Round to the nearest 10, 100 and 1000. Number to 100,000. Compare and order numbers to 100,000. Round numbers within 100,000. Numbers to a million. Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. Compare and order numbers to a million. Round numbers to a million. Negative numbers. Addition and Subtraction Add whole numbers with more than 4 digits (column method). Subtract whole numbers with more than 4 digits (column method). Round to estimate and approximate. Inverse operations (addition and subtraction). Multi step addition and subtraction problems. Statistics Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems.	Place Value Numbers to ten million. Compare an order any number. Round any numbers. Negative numbers. Addition, Subtraction, Multiplication and Division Add and subtract whole numbers. Multiply up to 4 digit by 1 digit number. Short division. Division using factors. Long division (1). Long division (2). Long division (3). Long division (4). Common factors. Common multiples. Primes. Squares and cubes. Order of operations. Mental calculations and estimation. Reasoning from known facts.

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Science		Can they talk about what they see, touch, smell, hear or taste? Can they find out by watching, listening, tasting, smelling and touching? Can they identify and classify things they observe? Can they think of some questions to ask? Can they show their work using pictures, labels and captions? "Can they put some information in a chart or table? " Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they describe how an animal is suited to its environment? Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? Can they begin to classify animals according to a number of given criteria? Can they point out differences between living things and non-living things? Can they name the parts of the human body that they can see? Can they draw & label basic parts of the human body? Can they identify the main parts of the human body and link them to their senses? Can they name the parts of an animal's body? Can they classify animals by what they eat? (carnivore, herbivore, omnivore) Can they compare the bodies of different animals? Can they name a range of wild animals?	Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? Can they suggest more than one way of grouping animals and plants and explain their reasons? Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring which grow into adults?	Can they explain the importance of a nutritionally balanced diet? Can they describe how nutrients, water and oxygen are transported within animals and humans? Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? Can they describe and explain the skeletal system of a human? Can they describe and explain the muscular system of a human? Can they explain how the muscular and skeletal systems work together to create movement? Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive?	Can they identify and name the basic parts of the digestive system in humans? Can they describe the simple functions of the basic parts of the digestive system in humans? Can they identify the simple function of different types of teeth in humans? Can they compare the teeth of herbivores and carnivores?	Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can they explain how some materials dissolve in liquid to form a solution? Can they describe how to recover a substance from a solution? Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? Can they describe changes using scientific words? (evaporation, condensation) Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? Can they use the terms 'reversible' and 'irreversible'?	Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they give reasons why offspring are not identical to each other or to their parents? Can they explain the process of evolution and describe the evidence for this? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? Can they explain how some living things adapt to survive in extreme conditions? Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? Can they begin to understand what is meant by DNA?
History		A1 Can they put up to three objects in chronological order (recent history)? A10 Can they use the words before and after correctly? A3Can they tell me about things that happened when they were little? A4 Can they recognise that a story that is read to them may have happened a long time ago? A6 Can they retell a familiar story set in the past? A7 Can they explain how they have changed since they were born? A9 Can they use words and phrases like: very old, when mummy and daddy were little? B1 Do they appreciate that some famous people have helped our lives be better today? C2 Can they spot old and new things in a picture?	Can they use words and phrases like: before I was born, when I was younger? Can they sequence events about the life of a famous person? Can they explain why someone in the past acted in the way they did?		Can they place periods of history on a timeline showing periods of time? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? a study of Greek life and achievements and their influence on the western world.	Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? Do they have a good understanding as to how crime and punishment has changed over the years? Anglo-Saxon laws and justice democracy in Britain	

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Geography		Can they say what they like about their locality? Can they sort things they like and don't like?	Can they describe some physical features of their own locality? Can they describe some human features of their own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Can they explain what facilities a town or village might need?	Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe physical features in a locality? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they name a number of countries in the Northern Hemisphere? Can they name and locate some well-known European countries? Can they name the two largest seas around Europe?		Can they explain why water is such a valuable commodity? Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas?	Can they confidently explain scale and use maps with a range of scales? Can they accurately use a 4 figure grid reference? Can they name the largest desert in the world? Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles? Can they explain how the time zones work? Can they name and locate the main canals that link different continents? Can they name the main lines of latitude and meridian of longitude?
MFL		Do they understand simple classroom commands?	Do they understand a range of familiar statements?				
Art		Can they communicate something about themselves in their drawing? Can they draw using pencil and crayons?	Can they begin to demonstrate their ideas through photographs and in their sketch books?	Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they use the web to research an artist or style of art?	Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they create all the colours they need? Can they create mood in their paintings? Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Do they keep notes about the purpose of their work in their sketch books? Can they experiment with different styles which artists have used? Can they explain art from other periods of history?	Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?	Can they explain why they have chosen specific drawing techniques? meaning and purpose, keeping notes and annotations in their sketch books?
DT					Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? How have they attempted to make their product strong?		

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
RE		Talk about the fact that Christians believe in God and follow the example of Jesus Recognise some Christian symbols and images used to express ideas about God (A3) Talk about simple ideas about Christian beliefs, God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2) Ask some questions about believing in God and offer some ideas of their own (C1) Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).			Ask good questions about what Hindus do to show their faith (B1).		A: Know about and understand a range of religions and world views. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). B: Express ideas and insights about the nature, significance and impact of world religions and worldviews. Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life (B1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).
Music					Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch?	Can they contrast the work of famous composers and show preferences? Can they explain how tempo changes the character of music?	

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Computing		Can they create a simple series of instructions - left and right? Do they understand forwards, backwards, up and down? Can they begin to plan and test a Bee-bot journey?	Can they click links in a website?		Can they use a search engine to find a specific website? Can they use note-taking skills to decide which text to copy and paste into a document? Can they use tabbed browsing to open two or more web pages at the same time? Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Can they use animation in their presentation?	Can they use instant messaging to communicate with class members? Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer? Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they understand the potential risk of providing personal information online? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they follow the school's safer internet rules? Can they make safe choices about use of technology? Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? Can they create strong passwords and manage them so that they remain strong? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? Can they competently use the internet as a search tool?	Can they explain how an algorithm works? Can they detect errors in a program and correct them? Can they use an ICT program to control a number of events for an external device? Can they use ICT to measure sound, light or temperature using sensors and interpret the data? Can they explore 'what if' questions by planning different scenarios for controlled devices? Can they use input from sensors to trigger events? Can they check and refine a series of instructions?

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE		I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend to me is I know appropriate ways of physical contact to greet my friends and which ways I prefer I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me I can identify similarities between people in my class. I can identify differences between people in my class I know that it is good to make friends that are different from me I can tell you some ways I am different from my friends I understand the rights and responsibilities as a member of my class. I know my views are valued and can contribute I can tell you how my body has changed since I was a baby.	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I can recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for the people in my special relationships. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I can recognise what is right and wrong and know how to look after myself. I know some ways to make friends. I can tell you some ways I am different from my friends. I understand the rights and responsibilities for being a member of my class and school. . I can listen to other people and contribute my own ideas and rewards and consequences. I understand how to follow the class rules and they will help me and others learn. I can recognise the choices I make and understand the consequences. I know about road/fire safety and how to ask for help I can tell you about the natural process of growing from young to old and understand that this is not my control. I can recognise how my body has changed since being a baby and where I am on the continuum from young to old.	H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (RECAP). I am able to judge what physical contact is acceptable or unacceptable and know how to respond. I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk I know what positively and negatively affects my physical, mental and emotional health (recognise anxiety, shame, pressure) I can make informed choices, recognising positive and negative consequences, and begin to understand a balanced lifestyle (obesity, dental health - tooth decay, regular vigorous exercise, bad food habits). I recognise when others actions make me feel inadequate and manage this with simple self care techniques. I know who to ask for help if I'm worried about my health. I can explain something that is unique about me.	I can compare my life with people in developing countries. I know what racism is. I understand school rules about health and safety, basic emergency first aid and how and where to get help. I know about people who are responsible for helping me stay healthy and safe and how they can help me (RECAP). I know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP).	

	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are	Who We Are
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PE		Can they describe how their body feels before, during and after an activity?	Can they copy and remember actions? Can they repeat and explore actions with control and coordination? Can they talk about what is different between what they did and what someone else did? Can they plan and show a sequence of movements? Can they work on their own and with a partner to create a sequence?	Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve? Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance? Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?	Can they explain why warming up is important? Can they explain why keeping fit is good for their health?	Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information? Can they use their observations to improve their work? Can they gain possession by working as a team? Can they pass in different ways? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot?	
Trips/Visits							
Important Days							
Esafety							
Careers							

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme description	Are stories only in books?	the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values		the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	our appreciation of the aesthetic
Central idea	Storytelling is an art that can be conveyed in different forms	Stories can take on different forms and can be told in many ways.	Celebrations and traditions show what a culture values	Light may be used to express ideas and celebrate cultural events.	The culture and values of modern Britain are greatly influenced by diversity and integration.	People maintain beliefs and values through celebrations and traditions.	Beauty may be an individual perception within societies and cultures
Key Concepts	Form Perspective Reflection	Change, Connection , Form	Perspective, Connection and Form	Function, Connection, Form	Change, Perspective, Connection	Perspective, Connection, Form	Perspective, Connection, Form
Related Concepts		Creativity, Beliefs, Values, Expression	tradition, culture, belonging, beliefs, cultures, traditions, differences, values	Creativity, Culture, Religion, Light	Religion, Community, Social Growth, Rules, Culture, Beliefs	Culture, Diversity, Values, Religion, Traditions	perception, identity, beliefs, expression, influences, Creativity, light
Lines of inquiry	An inquiry in to what a story involves. An inquiry in to how you know a story is being told. An inquiry in to why stories are told. An inquiry in to why we listen to stories.	An inquiry into feelings and emotions that stories create. An inquiry into ways to tell a story. An inquiry into stories from different cultures and religions.	An inquiry into what a culture is and their importance An inquiry into what celebration and traditions are. An inquiry into how celebrations and traditions connect people around the world.	An inquiry into the understanding of light and shadow. An inquiry into how light is used within different cultures. An inquiry into the connection between light and religion.	An inquiry into how a country's history informs its culture. An inquiry into how one's spirituality may influence their values. An inquiry into why there is diversity of belief in the same community.	An inquiry into how people express beliefs and values through traditions. An inquiry into how people celebrate. Similarities and differences between various celebrations and traditions.	An inquiry into comparing how beauty may be perceived in different cultures An inquiry into how beauty is portrayed and accepted in modern society An inquiry into the evaluation of famous artists and the beauty they portray
Multi structural							
Relational							
Extended abstract							
SDGs							
Key text							
Exit point - involving parents/community							
Phonics							
English Writing	Lit - Wr - Write simple phrases and sentences that can be read by others EAD - BIE - Invent, adapt and recount narratives and stories with peers and their teacher						
English Reading	Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words						
English Speaking & Listening	CLL - Sp - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher EAD - BIE - Invent, adapt and recount narratives and stories with peers and their teacher						

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Maths	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Addition and Subtraction (within 10) - cont Finding a part. Subtraction: Taking away, how many left? Crossing out. Subtraction: Taking away, how many left? Introducing the subtraction symbol. Subtraction: Finding a part, breaking apart. Fact families The 8 facts. Subtraction: Counting back. Subtraction: Finding the difference. Comparing addition and subtraction statements a + b > c. Comparing addition and subtraction statements a + b > c + d. Shape Recognise and name 3D shapes. Sort 3D shapes. Recognise and name 2D shapes. Sort 2D shapes. Patterns with 3D and 2D shapes. Place Value (within 20) Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11 to 20. Tens and ones. Count one more and one less. Compare groups of objects. Compare numbers. Order groups of objects. Order numbers.	Addition and Subtraction (cont) Subtract a 1 digit number from a 2 digit number crossing 10. Add two 2 digit numbers not crossing ten add ones and add tens. Add two 2 digit numbers crossing ten add ones and add tens. Subtract a 2 digit number from a 2 digit number not crossing ten. Subtract a 2 digit number from a 2 digit number crossing ten subtract ones and tens. Bonds to 100 (tens and ones). Add three 1 digit numbers. Money Count money pence. Count money pounds (notes and coins). Count money notes and coins. Select money. Make the same amount. Compare money. Find the total. Find the difference. Find change. Two step problems. Multiplication and Division Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures. Use arrays. 2 times table. 5 times table. 10 times table.	Addition and Subtraction (cont) Add and subtract a 2 digit and 3 digit number not crossing 10 or 100. Add a 2 digit and 3 digit number crossing 10 or 100. Subtract 2 digit number from a 3 digit number cross the 10 or 100. Add two 3 digit numbers not crossing 10 or 100. Add two 3 digit numbers crossing 10 or 100. Subtract a 3 digit number from a 3 digit number no exchange. Subtract a 3 digit number from a 3 digit number exchange. Exchange answers to calculations. Check. Multiplication and Division Multiplication equal groups. Multiplying by 3. Dividing by 3. The 3 times table. Multiplying by 4. Dividing by 4. The 4 times table. Multiplying by 8. Dividing by 8. The 8 times table.	Addition and Subtraction (cont) Subtract two 4 digit numbers more than one exchange. Efficient subtraction. Estimate answers. Checking strategies. Length and Perimeter Kilometres. Perimeter on a grid. Perimeter of a rectangle. Perimeter of rectilinear shapes. Multiplication and Division Multiply by 10. Multiply by 100. Divide by 10. Divide by 100. Multiply by 1 and 0. Divide by 1. Multiply and divide by 6. 6 times table and division facts. Multiply and divide by 9. 9 times table and division facts. Multiply and divide by 7. 7 times table and division facts.	Statistics (cont) Read and interpret tables. Two way tables. Timetables. Multiplication and Division Multiples. Factors. Common factors. Prime numbers. Square numbers. Cube numbers. Multiplying by 10, 100 and 1000. Dividing by 10, 100 and 1000. Multiples of 10, 100 and 1000. Perimeter and Area Measure perimeter. Calculate perimeter. Area of rectangles. Area of compound shapes. Area of irregular shapes.	Fractions Simplify fractions. Fractions on a number line. Compare & order (denominator). Compare & order (numerator). Add & subtract fractions (1). Add & subtract fractions (2). Adding fractions. Subtracting fractions. Mixed addition and subtraction. Multiply fractions by integers. Multiply fractions by fractions. Divide fractions by integers (1). Divide fractions by integers (2). Four rules with fractions. Fraction of an amount. Finding the whole. Position and Direction Coordinates in the first quadrant. Coordinate in four quadrants. Translations. Reflections.

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Science	UW - NW - Understand some important process and changes in the natural world around them, including the seasons and changing states of matter	Can they use simple equipment to help them make observations? Can they perform a simple test? Can they tell other people about what they have done? Can they give a simple reason for their answers? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? Can they distinguish between an object and the material from which it is made? Can they describe materials using their senses? Can they describe materials using their senses, using specific scientific words? Can they explain what material objects are made from? Can they explain why a material might be useful for a specific job? Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock Can they sort materials into groups by a given criteria? Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? Can they describe things that are similar and different between materials?		Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc) Can they describe what they have found using scientific language? Can they recognise that they need light in order to see things? Can they recognise that dark is the absence of light? Can they notice that light is reflected from surfaces? Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? Can they find patterns in the way that the size of shadows change? Can they explain why lights need to be bright or dimmer according to need? Can they explain the difference between transparent, translucent and opaque? Can they explain why lights need to be bright or dimmer according to need? Can they explain why their shadow changes when the light source is moved closer or further from the object?		Can they describe methods for separating mixtures? (filtration, distillation) Can they work out which materials are most effective for keeping us warm or for keeping something cold? Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases) Cant hey explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda? Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?	Can they recognise that light appears to travel in straight lines? Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? Can they explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes? Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? Can they explain how different colours of light can be created? Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope) Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
History	UW - PP - Understand the past through settings, characters and events encountered in books read in class and storytelling		Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words 'past' and 'present' accurately? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? Can they try to work out how long ago an event happened? Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? Can they explain why eye-witness accounts may vary?		Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they explain how events from the past have helped shape our lives? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Can they give more than one reason to support an historical argument? Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne	Can they use dates and historical language in their work? Can they describe historical events from the different period/s they are studying/have studied? a significant turning point in British history, e.g. the Industrial Revolution (Darwinism, Irish potato famine, rationing in the war).	
Geography		Can they answer some questions using different resources, such as books, the internet and atlases? Can they identify the four countries making up the United Kingdom?	Can they name the continents of the world and find them in an atlas? Can they name the major cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK?		Do they know the difference between the British Isles, Great Britain and UK?	Can they collect information about a place and use it in a report? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they work out an accurate itinerary detailing a journey to another part of the world?	Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they describe how some places are similar and others are different in relation to their physical features?
MFL			Do they understand a range of familiar questions? Can they give short and simple responses to what they see and hear? Can they use (set) phrases?	Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage?		Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? Can they understand a short story or factual text and note some of the main points? Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases?	
Art	EAD - CM - Share their creations, explaining the process they have used	Can they create moods in their drawings? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? Can they communicate something about themselves in their painting? Can they create moods in their painting? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they add texture by using tools? Can they cut, roll and coil materials such as clay, dough or plasticine?	Can they make a clay pot? Can they join two finger pots together? Can they add line and shape to their work? Can they join fabric using glue?	Can they create pop-ups? Can they cut very accurately? Can they compare the work of different artists? Can they explore work from other cultures?		Can they create a range of moods in their paintings? Can they combine graphics and text based on their research? Can they express their emotions accurately through their painting and sketches? Can they experiment with different styles which artists have used?	Can they create work which is open to interpretation by the audience? Can they justify the materials they have chosen? Can they combine pattern, tone and shape? Can they say what their work is influenced by?

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
DT	EAD - CM - Share their creations, explaining the process they have used			Can they show that their design meets a range of requirements? Can they describe their design using an accurately labelled sketch and words? Can they choose the right ingredients for a product? Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques?			
RE	UW - PCC - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Make links between what Jesus taught and what Christians believe and do (A2) Respond thoughtfully to a piece of Christian music and bible text that inspired it.(B1) Ask some questions about believing in God and offer some ideas of their own (C1) Identify a special time they celebrate and explain simply what a celebration is (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion (B1) Identify some similarities and differences between the celebrations studied	Identify a special time they celebrate and explain simply what a celebration is (A1). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Identify some similarities and differences between the celebrations studied. Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1) Talk about how religions teach that people are valuable, giving simple examples (B1). Talk about the issues of good and bad, right and wrong arising from the stories (C3).	Re-tell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Identify beliefs about God that held by Christians, Hindus and/or Muslims (B1) Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe God (B1). Identify some similarities and differences between ideas about what God is like in different religions (B3). Ask questions and suggest some of their own responses to ideas about God (C1). Discuss and present their own ideas about why there are so many ideas about God and express their own understanding of God through words, symbols and art (C1). Describe what some believers do when they pray (A1). Describe the practice of prayer in the religions studied (A2). Make connections between what people believe and what people do when they pray (A3). Consider and evaluate the significance of prayer in the lives of people today. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Explain similarities and differences between how people pray (B3).	Explain similarities and differences between Hindu worship and worship in another religion tradition pupils have been taught (B3).	B: Express ideas and insights about the nature, significance and impact of world religions and worldviews.	

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Music		Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Can they clap short rhythmic patterns? Do they look at their audience when they are performing? Can they copy sounds? Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated? Can they make different sounds with their voice? Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds?	Do they sing and follow the melody (tune)? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?	Do they sing in tune with expression? Do they control their voice when singing? Can they use different elements in their composition? Do they understand how the use of tempo can provide contrast within a piece of music? Can they use musical words (the elements of music) to describe a piece of music and compositions?		Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations?	Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? Can they analyse features within different pieces of music? Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
Computing		Can they capture images with a camera? Can they record a sound and play it back? Can they word process ideas using a keyboard?	Can they follow the school's safer internet rules? Can they use the search engines agreed by the school?	Can they experiment with variables to control models? Can they use repeat command in logo to create a pattern? Can they use the email address book? Can they open and send an attachment? Can they search for an image, then copy and paste it into a document? Can they use 'Save picture as' to save an image to the computer? Can they copy and paste text into a document? Can they search by keyword using a child friendly search engine? Can they bookmark a page into your favourites? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?	Can they open a link to a new window? Can they open a document (PDF) and view it? Do they follow the school's safer internet rules? Can they use different search engines?	Can they conduct a video chat with someone elsewhere in the school or in another school? Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as = > or <? Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents? Can they use bullets and numbering tools? Can they make an information poster using graphics skills to good effect?	

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE		I can recognise the choices I make and understand the consequences. I can tell you about changes that have happened in my life.	I can identify some of the things that cause conflict with my friends. I understand that bullying is sometimes about difference.	R11. to work collaboratively towards shared goals R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	I know how to recognise bullying and abuse in all its forms and problem solve a bullying situation with others I can explain why it is good to accept people for who they are. I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I know what being part of a community means, and about the varied institutions that support communities locally and nationally.	I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider and respect the lives of people living in other places and people with different values and customs (Inquiry or RE). I can enjoy an experience from a culture different from my own. I know about stereotypes and how these can damage. I can listen and respond respectfully to a wide range of people and be able to constructively challenge others. I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk I can compare my life with people in developing countries.	I know what a positive, healthy relationship is and can develop skills to foster this. I know how to manage requests for images of myself and what is not appropriate. I can critically examine what is presented in social media and understand misrepresentation I know what I should not forward to others.
PE		Can they throw underarm? Can they move and stop safely? Can they throw in different ways? Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?	Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination?	Can they explain how their work is similar and different from that of others?	Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent? Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?	Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? Can they gain possession by working as a team? Can they pass in different ways? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot? Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences?	Do they combine their own work with that of others? Can they link their sequences to specific timings?
Trips/Visits							
Important Days							
Esafety							

	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves	How We Express Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Careers							

	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme description		the interaction between the natural world (physical and biological) and human societies	the interaction between the natural world (physical and biological) and human societies	the interaction between the natural world (physical and biological) and human societies	the natural world and its laws		the impact of scientific and technological advances on society and on the environment
Central idea		Structures are connected to the environment.	All Living things go through a process of change.	Forces and movement can cause a process of cause and effect.	Humanity may have a direct impact on the environment in both a positive and negative way.	Advances in technology have enhanced our understanding of the Earth and its place in the universe.	Advancements in science may have had an impact on life expectancy
Key Concepts		Change, Connction, Form	Change, Connection, Responsibilty, Form	Connection, Causation, Form	Function, Connection, Form	Change, Perspective, Connection.	Change, Responsibility, Causation
Related Concepts		uses, change, location, resources, technology, materials	Growth, communication, change, location	Cause and effect, change, forces, weather	Differences , Classification, Discovery, Similarities, Differences, Structure	Discovery, similarities, differences, human contact,	lifestyle, change, Health, Location, Behaviour, Responsibilities, Population, Evidence, Technology, History, Responsibilities, Lifestyle, Change, Health
Lines of inquiry		An inquiry into different materials used in construction. An inquiry into how the environment has an impact on buildings and their design. An inquiry into how materials change when people interact with them.	An inquiry into the life cycle of living things. An inquiry into how living things change over their lifetime. An inquiry into how weather can impact the growth of living things.	An inquiry in the exploration of natural disasters and what they are An inquiry into the connections between rocks, forces and natural disasters. An inquiry into the impact of natural disasters and how they can affect lives .	An inquiry into the structure of the food chain and where humans fit into it. An inquiry into what characteristics are used to group living and non-living things. An inquiry exploring the impact of human development on the natural world.	There may be a relationship between Earth and the other celestial bodies in our universe. The impact of space exploration. The future of space travel may bring new opportunities.	An inquiry into the comparison of life expectancy around the world and evaluating any differences An inquiry into analysing how medicine has changed and developed overtime An inquiry into proving the importance of keeping ourselves healthy and how to do this successfully
Multi structural							
Relational							
Extended abstract							
SDGs							
Key text							
Exit point - involving parents/community							
Phonics							
English Writing							
English Reading							
English Speaking & Listening							

	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Maths		Multiplication and Division (including multiples of 2, 5 and 10) Count in 10s. Make equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups grouping. Make equal groups sharing. Fractions Halving shapes or objects. Halving a quantity. Find a quarter of a shape or object. Find a quarter of a quantity. Position and Direction Describe turns. Describe Position (1). Describe Position (2).	Properties of Shapes (cont) Count faces on 3D shapes. Count edges on 3D shapes. Count vertices on 3D shapes. Sort 3D shapes. Make patterns with 3D shapes. Fractions Make equal parts. Recognise half. Find half. Recognise quarter. Find a quarter. Recognise a third. Find a third. Unit fractions. Non0unit fractions. Equivalence of ½ and ²/₄. Find three quarters. Count in fractions. Length and Height Measure length (cm). Measure length (m). Compare lengths. Order lengths. Four operations with lengths.	Length and Perimeter Measure length. Equivalent lengths m & cm. Equivalent lengths mm & cm Compare lengths. Add lengths. Subtraction lengths. Measure perimeter. Calculate perimeter. Fractions Unit and non unit fractions. Making the whole. Tenths. Count in tenths. Tenths as decimals. Fractions of a number line. Fractions of a set of objects (1). Fractions of a set of objects (2). Fractions of a set of objects (3).	Multiplication and Division 11 and 12 times table. Multiply 3 numbers. Factor pairs. Efficient multiplication. Written methods. Multiply 2 digits by 1 digit. Multiply 3 digits by 1 digit. Divide 2 digits by 1 digit (1). Divide 2 digits by 1 digit (2). Correspondence problems. Area What is area? Counting squares Making shapes. Comparing area. Fractions What is a fraction? Equivalent fractions (1) Equivalent fractions (2). Fractions greater than 1. Count in fractions.	Fractions (cont) Subtract fractions. Subtract mixed numbers. Subtract breaking the whole. Subtract 2 mixed numbers. Multiply unit fractions by an integer. Multiply non unit fractions by an integer. Multiply mixed numbers by integers. Fraction of an amount. Using fractions as operators. Decimals and Percentages Decimals up to 2 d.p. Decimals as fractions (1). Decimals as fractions (2). Understand thousandths. Thousands as decimals. Rounding decimals. Order and compare decimals. Understand percentages. Percentages as fractions and decimals. Equivalent F.D.P.	Decimals Three decimal places. Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiply decimals by integers. Divide decimals by integers. Division to solve problems. Decimals as fractions. Fractions to decimals (1). Fractions to decimals (2). Percentages Fractions to percentages. Equivalent FDP. Percentage of an amount (1). Percentage of an amount (2). Percentages missing values. Percentage increase and decrease. Order FDP. Algebra Find a rule one step. Find a rule two step. Use an algebraic rule. Substitution. Formulae. Word problems. Solve simple one step equations. Solve two step equations. Find pairs of values. Enumerate possibilities.

	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Science		Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate? Can they observe features in the environment and explain that these are related to a specific season? Can they talk about weather variation in different parts of the world?	Can they compare several things? Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? Can they use prompts to find things out? Can they say whether things happened as they expected and if not why not? Can they find simple patterns (or associations)? Can they measure using simple equipment? Can they use information from books and online information to find things out? Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans? Can they decide whether something is living, dead or non-living? Can they describe how plants and animals are suited to their habitat? Can they name some characteristics of an animal that help it to live in a particular habitat? Can they describe what animals need to survive and link this to their habitats? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans for survival? (water, food, air) Can they describe why exercise, balanced diet and hygiene are important for humans? Can they describe what plants need to survive? Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? Can they describe what plants need to survive and link it to where they are found? Can they explain that plants grow and reproduce in different ways? Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?	Can they compare and group together different rocks on the basis of their appearance and simple physical properties? Can they describe and explain how different rocks can be useful to us? Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? Can they recognise that soils are made from rocks and organic matter? Can they classify igneous and sedimentary rocks? Can they begin to relate the properties of rocks with their uses? Can they compare how things move on different surfaces? Can they observe that magnetic forces can be transmitted without direct contact? Can they observe how some magnets attract or repel each other? Can they classify which materials are attracted to magnets and which are not? Can they classify which materials are attracted to magnets and which are not? Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? Can they identify some magnetic materials? Can they describe magnets have having two poles (N & S)? Can they predict whether two magnets will attract or repel each other depending on which poles are facing? Can they investigate the strengths of different magnets and find fair ways to compare them?	Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey? Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive? Can they recognise that living things can be grouped in a variety of ways? Can they explore and use a classification key to group, identify and name a variety of living things? Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) Do they recognise that environments can change and this can sometimes pose a danger to living things? Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)	Can they decide which units of measurement they need to use? Can they explain why a measurement needs to be repeated? Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system? Can they explain how seasons and the associated weather is created? Can they describe and explain the movement of the Moon relative to the Earth? Can they describe the sun, earth and moon as approximately spherical bodies? Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? Can they compare the time of day at different places on the earth? Can they create shadow clocks? Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)	

	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
History		B9 Do they know who will succeed the queen and how the succession works?	Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they say at least two ways they can find out about the past, for example using books and the internet?	Can they use their mathematical knowledge to work out how long ago events would have happened? Can they use various sources of evidence to answer questions? Can they use their 'information finding' skills in writing to help them write about historical information? Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly? Can they research a specific event from the past?		Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Can they test out a hypothesis in order to answer a question?	Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework?
Geography		Can they explain the main features of a hot and cold place? Can they name key features associated with a town or village, e. g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? Can they tell something about the people who live in hot and cold places? Can they point out where the equator, north pole and south pole are on a globe or atlas?	Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking some relevant questions to someone else? Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? Can they describe some places which are not near the school? Can they explain how the weather affects different people? Can they point out the North, South, East and West associated with maps and compass?	Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they explain why a locality has certain physical features? Can they describe how volcanoes have an impact on people's lives? Can they explain how people's lives vary due to weather? Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe? Can they name the two largest seas around Europe?		Can they map land use? Can they explain how a location fits into its wider geographical location; with reference to physical features?	Can they describe how some places are similar and others are different in relation to their human features? Can they give an extended description of the human features of different places around the world? Can they analyse population data on two settlements and report on findings and questions raised?
MFL		Can they choose the right words to complete a phrase? Can they choose the right words to complete a short sentence?		Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?			

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Art		Can they name the primary and secondary colours? Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern? Can they make different kinds of shapes? Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Do they keep notes in their sketch books as to how they have changed their work? Can they create a picture independently? Can they use simple IT mark-making tools, e.g.brush and pen tools? Can they edit their own work? Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?	Can they create a background using a wash? Can they use a range of brushes to create different effects? Can they make notes in their sketch books about techniques used by artists?	Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?	Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas?	
DT		Can they describe how different textiles feel? Can they make a product from textiles by gluing?	Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? Pupils should be taught to use the basic principles of a healthy and varied diet to prepare dishes Pupils should be taught to understand where food comes from.	Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?			
RE			Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion (B1).	Identify and name examples of what Christians have and do in their families and at a church to show their faith (A3). Describe some examples of what Christians do to show their faith and what, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs. Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. Discuss links between the actions of Christians helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).		Present different views on why people believe in God or not, including their own ideas (C1). Enquire into what some atheists, theists and agnostics say about God, expressing their own ideas and arguments, using evidence and examples (C1). Recall and name some key features of places of worship studied (A1). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Comment thoughtfully on the value of and purpose of places of worship in religious communities (B1). Find out about what believers say about their places of worship. Present ideas about the importance of people in a place of worship rather than the place itself (C1).	

	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Music		Use the voice and body to create musical patterns. Explore sound as a means of expressing imaginative ideas/ Recreate sounds from familiar experiences. Participate in performing and creating music both individually and collectively. Create their own basic musical instruments.	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Can they listen out for particular things when listening to music?	Can they work with a partner to create a piece of music using more than one instrument? Can they create repeated patterns with different instruments? Can they improve their work; explaining how it has improved?		Can they compose music which meets specific criteria? Can they choose the most appropriate tempo for a piece of music? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they contrast the work of famous composers and show preferences? Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?	
Computing		Can they use a teacher prepared photo story to create a slideshow of photos	Can they word process a piece of text? Can they create a presentation in a small group and record the narration? Can they record sounds into software and playback? Can they insert prerecorded sounds into a presentation?	Can they find relevant information by browsing a menu.	Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Do they understand the need to keep personal information and passwords private? Do they understand that if they make personal information available online it may be seen and used by others? Do they know how to respond if asked for personal information or feel unsafe about content of a message? Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? Do they know how to report an incident of cyber bullying?	Can they combine sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? Can they use ICT to measure sound or light or temperate using sensors? Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?	Can they collect live data using data logging equipment? Can they identify data error, patterns and sequences? Can they use the formulae bar to explore mathematical scenarios? Can they create their own database and present information from it?

	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works	How the World Works
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE			I know what I need to keep my body healthy (eating, rest, exercise affects weight, mood and ability to learn). I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body I can recognise the physical differences between girls and boys, use the correct names for parts and appreciate that some parts of my body are private. I can tell you about changes that have happened in my life.	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	I know strategies for keeping safe online, protecting personal information and passwords (RECAP). I know about people who are responsible for helping me stay healthy and safe and how they can help me. (RECAP)		I know what positively and negatively affects my physical, mental and emotional health (importance of early intervention, where to seek help if they or others need help - online or in person). I know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal. I understand 'habits' and why they can be hard to change. I know facts and science relating to allergies, immunisation and vaccination.
PE		Can they kick in different ways?	Can they say how they could improve? Can they explain what their body needs to keep healthy? Can they make a sequence by linking sections together? Can they link some movements to show a mood or feeling? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'?	With help, do they recognise how performances could be improved? Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance?	Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game?	Netball Gymnastics (2)	Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise? Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance?
Trips/Visits							
Important Days							
Esafety							
Careers							

	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme description	orientation in place and time	homes and journeys		the discoveries, explorations and migrations of humankind		the discoveries, explorations and migrations of humankind	
Central idea	Our planet has evolved over the course of many years	Journeys may lead to new opportunities.	The impact of fire motivates changes to the infrastructure of society.	Civilisation may have changed over time.	The everyday world may largely be a consequence of electrical charge	Human migration is a result of being pulled by opportunity or pushed by circumstance.	A significant turning point in history may result in different legacies
Key Concepts	Perspective, Responsibilty, Form	Change Causation, Form	Change, Responsibilty and Causation	Change, Causation, Form	Function, connection, causation	Funcion, Change, Connection	Form, Change, Causation
Related Concepts		Culture, Relationships, Adaptation, Change, Culture, Identity, Belinging, Tradition	Responsibility, sustainability, technology	History, Past Civilisation	Uses, technology, electricity, human geography	Living things and their habitats, water cycle, human geography, Industrial revolution, Refugees	
Lines of inquiry	What is a dinosaur What are fossils and what do they tell us? Dinosaur timeline	Types of journeys people make and their purpose. How journeys impact our lives. Changes experienced because of making a journey.	An inquiry into the cause and effects of fire. An inquiry into how we can learn from the past to improve for the future. An inquiry into a sustainable future.	An inquiry into how periods of time are categorised. An inquiry into how people from the past survived An inquiry into the comparison between past and present civilisations	An inquiry into the different ways electricity may be generated An inquiry into what the functions of electricity may be An inquiry into the potential impact of electricity on human geography	Reasons why people migrate. Migration creates challenges and opportunities. Migration through history.	An inquiry into a pivotal point in time in British history An inquiry into the impact of conflict on the world An inquiry into ramifications of a significant point in history
Multi structural							
Relational							
Extended abstract							
SDGs							
Key text							
Exit point - involving parents/community							
Phonics							
English Writing	Lit - Wr - Write simple phrases and sentences that can be read by others						
English Reading	Lit - Re - Read words consistent with their phonic knowledge by sound blending Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary						
English Speaking & Listening	CLL - LAU - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions CLL - Sp - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate						

	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Maths	Math - Nu - Have a deep understanding of number to 10, including the composition of each number Math - Nu - Subitise (recognise quantities without counting) up to 5	Addition and Subtraction Add by counting on. Find and make number bonds. Add by making 10. Subtraction Not crossing 10. Subtraction Crossing 10 (1). Subtraction Crossing 10 (2). Related Facts. Compare Number Sentences. Place Value (within 50) (including multiples of 2, 5 and 10) Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50.	Multiplication and Division Make equal groups sharing. Make equal groups grouping. Divide by 2. Odd and even numbers. Divide by 5. Divide by 10. Statistics Make tally charts. Draw pictograms (1 1). Interpret pictograms (1 1). Draw pictograms (2, 5 and 10). Interpret pictograms (2, 5 and 10). Block diagrams. Properties of Shapes Recognise 2D and 3D shapes. Count sides on 2D shapes. Count vertices on 2D shapes. Draw 2D shapes. Lines of symmetry. Sort 2D shapes. Make patterns with 2D shapes.	Multiplication and Division Comparing statements. Related calculations. Multiply 2 digits by 1 digit (1). Multiply 2 digits by 1 digit (2). Divide 2 digits by 1 digit (1). Divide 2 digits by 1 digit (2). Divide 2 digits by 1 digit (3). Scaling. How many ways? Money Pounds and pence. Converting pounds and pence. Adding money. Subtracting money. Giving change. Statistics Pictograms. Bar charts. Tables.	Fractions (cont) Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. Calculate fractions of a quantity. Problem solving calculate quantities. Decimlas Recognise tenths and hundredths. Tenths as decimals. Tenths on a place value grid. Tenths on a number line. Divide 1 digit by 10. Divide 2 digits by 10. Hundredths. Hundredths as decimals. Hundredths on a place value grid. Divide 1 or 2 digits by 100.	Multiplication and Division Multiply 4 digits by 1 digit. Multiply 2 digits (area model). Multiply 2 digits by 2 digits. Multiply 3 digits by 2 digits. Multiply 4 digits by 2 digits. Divide 4 digits by 1 digit. Divide with remainders. Fractions Equivalent fractions. Improper fractions to mixed numbers. Mixed numbers to improper fractions. Number sequences. Compare and order fractions less than 1. Compare and order fractions greater than 1. Add and subtract fractions. Add fractions within 1. Add 3 or more fractions. Add fractions. Add mixed numbers.	Problem Solving Investigations
Science			Can they use text, diagrams, pictures, charts, tables to record their observations? Can they describe the simple physical properties of a variety of everyday materials? Can they compare and group together a variety of materials based on their simple physical properties? Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? Can they sort materials into groups and say why they have sorted them in that way? Can they say which materials are natural and which are man made? Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? Can they explain how materials are changed by bending, twisting and stretching?	Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?	Can they describe a range of sounds and explain how they are made? Can they compare sources of sound and explain how the sounds differ? Can they investigate how different materials can affect the pitch and volume of sounds? Can they identify common appliances that run on electricity? Can they construct a simple series electric circuit? Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery? Can they recognise that a switch opens and closes a circuit? Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? Can they recognise some common conductors and insulators? Can they associate metals with being good conductors? Can they explain how a bulb might get lighter? Can they recognise if all metals are conductors of electricity? Can they work out which metals can be used to connect across a gap in a circuit? Can they explain why cautions are necessary for working safely with electricity?	Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? Can they describe the life cycles of common plants? Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?	Can they use information to help make a prediction? Can they use test results to make further predictions and set up further comparative tests? Can they use information from different sources to answer a question and plan an investigation? Can they make a prediction which links with other scientific knowledge? Can they identify the key factors when planning a fair test? Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough? Can they explain why they have chosen specific equipment? (incl ICT based equipment) Can they record their measurements and observations systematically? Can they explain qualitative and quantitative data?

	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
History	UW - P&P - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class UW - P&P - Understand the past through settings, characters and events encountered in books read in class and storytelling	A11 Can they say why they think a story was set in the past? A2 Can they use words and phrases like: old, new and a long time ago? A8 Can they put up to five objects/events in chronological order (recent history)? B3 Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? B4 Can they begin to identify the main differences between old and new objects? B5 Can they identify objects from the past, such as vinyl records? B7 Can they tell us about an important historical event that happened in the past? C1 Can they ask and answer questions about old and new objects? C3 Can they answer questions using a artefact/ photograph provided? C4 Can they give a plausible explanation about what an object was used for in the past? C5 Can they answer questions using a range of artefacts/ photographs provided? C6 Can they find out more about a famous person from the past and carry out some research on him or her?		Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they set out on a timeline, within a given period, what special events took place? Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they, through research, identify similarities and differences between given periods in history? Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Plot recent history on a timeline Building up a picture of main events that impacted Britain/the world during different centuries Recognising lives of poor people v different to that of poor people Present an aspect of history that the children have researched (Industrial Revolution)	Do they appreciate that significant events in history have helped shape the country we have today?	Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise how Britain has had a major influence on world history? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they suggest relationships between causes in history? Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions? a depth study linked to one of the British areas of study listed in the National Curriculum a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a significant turning point in British history, e.g. WWI or the Battle of Britain

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Geography	UW - NW - Explore the natural world around them, making observations and drawing pictures of animals and plants	Can they think of a few relevant questions to ask about a locality? Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e. g. 'church', 'farm', 'shop', 'house'? Can they name key features associated with a town or village, e. g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? Can they name some of the main towns and cities in the United Kingdom? Can they name a few towns in the south and north of the UK?			Can they carry out a survey to discover features of cities and villages? Can they label the same features on an aerial photograph as on a map? Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? Can they give accurate measurements between 2 given places within the UK? Can they describe the main features of a wellknown city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? Can they explain how a locality has changed over time with reference to physical features? Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features? Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved? Can they explain how people are trying to manage their environment? Can they name up to six cities in the UK and locate them on a map? Can they name some main towns and cities	Can they explain why many cities of the world are situated by rivers? Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features? Can they report on ways in which humans have both improved and damaged the environment? Can they name and locate many of the world's major rivers on maps? Can they begin to recognise the climate of a given country according to its location on the map?	Can they create sketch maps when carrying out a field study? Can they map land use with their own criteria?
MFL			Can they name and describe objects? Can they read and understand short phrases? Can they read aloud single words and phrases?	Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response?		"Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?"	Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?
Art	EAD - CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?	Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer?	Can they experiment using different colours? Can they use montage? Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? Can they explore work from other periods of time? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?	Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials?	Can they identify and draw simple objects, and use marks and lines to produce texture?	Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? Can they include technical aspects in their work, e.g. architectural design?

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
DT	EAD - CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? Can they explain what they are making? Can they explain which tools are they using? Can they describe how something works? Can they talk about their own work and things that other people have done? Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts? Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	Can they think of ideas and plan what to do next? Can they describe their design by using pictures, diagrams, models and words? Can they join things (materials/ components) together in different ways? Can they explain what went well with their work? If they did it again, can they explain what they would improve? Can they measure materials to use in a model or structure? Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they consider how to improve their construction?	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? How realistic is their plan? Can they use equipment and tools accurately? Can they explain what they changed which made their design even better? Can they use equipment safely?	Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others? Can they show a good level of expertise when using a range of tools and equipment? Have they thought of how they will check if their design is successful? Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way? Can they add things to their circuits? How have they altered their product after checking it? Are they confident about trying out new and different ideas? Can they measure carefully so as to make sure they have not made mistakes?	Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria?	How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better? Does their product meet all design criteria? Did they consider the use of the product when selecting materials? Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?
RE							
Music				Can they play clear notes on instruments? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling? Do they understand metre in 2 and 3 beats; then 4 and 5 beats?	Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?		Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) Do they recognise that different forms of notation serve different purposes? Can they use different forms of notation? Can they combine groups of beats? Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Computing		Can they enter information into a template to make a graph? Do they recognise what an email address looks like? Can they use the spacebar, back space, enter, shift and arrow keys?	Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they use a password to access the secure network?	Have they experienced downloading images from a camera into files on the computer? Can they use photo editing software to crop photos and add effects? Do they begin to use note making skills to decide what text to copy? Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?	Can they choose images and download into a file? Can they download images from the camera into files on the computer? Can they copy graphics from a range of sources and paste into a desktop publishing program? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? Can they use strategies to verify information, e.g. crosschecking? Dot hey understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? Do they understand that copyright exists on most digital images, video and recorded music?	Can they use ICT to record sounds and capture both still and video images? Can they capture sounds, images and video? Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? Do they know how to report any suspicions? Do they know that content put online is extremely difficult to remove? Do they know what to do if they discover something malicious or inappropriate?	Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? Can they add special effects to alter the appearance of a graphic? Can they 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)? Can they make an information poster using their graphics skills to good effect? Can they present a film for a specific audience and then adapt same film for a different audience? Can they create a sophisticated multimedia presentation? Can they confidently choose the correct page set up option when creating a document? Can they confidently use text formatting tools, including heading and body text? Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)? Can they incorporate graphics where appropriate, using the most effective text wrapping formats?

	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE		I understand how to work well with a partner I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can persevere even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can work cooperatively in a group to create an end product. I can explain some of the ways I worked in a group to create the end product. I understand that bullying is sometimes about difference.	H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	I can consider the lives of people living in other places and people with different values and customs (Link to inquiry or RE). I can differentiate between the terms risk, danger and hazard and know how to to manage situations with these. I understand school rules about health and safety, basic emergency first aid and how and where to get help I know how to recognise how increasing independence brings increased responsibility to keep myself and others safe.	I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (RECAP) I know my actions affect others and myself. I can understand online and offline behaviours and their impact. I know strategies for keeping safe online, protecting personal information and passwords (RECAP). I can explore and critique how the media present information. I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider and respect the lives of people living in other places and people with different values and customs (Inquiry or RE). I know what racism is. I realise the consequences of teasing and prejudice based language. I know strategies for keeping physically and emotionally safe, including road, fire, water and cycle safety (cycle is the focus). I can research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations to appropriate people.	I can identify what I am looking forward to and what worries me about the transition to secondary school.

	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time	Where We Are in Place and Time
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PE			Can they use hitting, kicking and/or rolling in a game? Can they use one tactic in a game? Can they use contrast in their sequences?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?	Can they make up their own small-sided game? Can they catch with one hand? Can they throw and catch accurately? Can they throw in different ways? Can they hit a target?	Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency? Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve? Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance? Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?	Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?
Trips/Visits							
Important Days							
Esafety							
Careers							

	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme description	People take on roles/jobs that support the community	the interconnectedness of human-made systems and communities					
Central idea	Special people play a huge part in keeping our community safe and well	People interact in a variety of ways to connect with others.	Living things must adapt in order to survive in natural systems	Technology and communication may impact our way of life	Collecting and analysing data may allow society to implement systemic changes	Our food choices have an impact on the environment.	Societal decision making may influence the way we live
Key Concepts	Responsibility Function Connection	Function, Change, Causation	Function, Change and Responsibility	Function, Connection, Perspective	Function, responsibility, form		Change, Connection, Perspective
Related Concepts			Systems, Change, Adapt,Survive, Protect, Habitats		Data processing, organisation, measuring		
Lines of inquiry	An inquiry in to obs and why people have them An inquiry into the types of jobs that exist in our community An inquiry into how different roles or jobs support or affect a community	An inquiry into the different ways people connect. An inquiry into the impact of connection. An inquiry into how connection has changed over time.	An inquiry into how the needs of living things can impact on life chances FUNCTION An inquiry into the natural systems and how they adapt CHANGE An inquiry into the interconnectedness of natural systems around the world. RESPONSIBILITY	An inquiry into the exploration of different forms of communication over time An inquiry into the impact of different forms of communication An inquiry into people's views and opinions with using technology to communicate with each other	An inquiry into the ways that data may be collected An inquiry evaluating the effectiveness of different data presentations An inquiry into how data results may be used	An inquiry into supply and demand. An inquiry into understanding where our food comes from. An inquiry into responsibilities of consumers.	An inquiry into why societal decisions are made An inquiry into how societal decisions affect the way we live An inquiry into the possible influences in the decision making process
Multi structural							
Relational							
Extended abstract							
SDGs							
Key text							
Exit point - involving parents/community							
Phonics							
English Writing	Lit - Wr - Write simple phrases and sentences that can be read by others		Diary - polar expedition NCR - habitats or animals				
English Reading	Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words						
English Speaking & Listening	CLL - Sp - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher						

	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Maths	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Place Value (within 100) Counting to 100. Partitioning numbers. Comparing numbers (1). Comparing numbers (2). Ordering numbers. One more, one less. Money Recognising coins. Recognising notes. Counting in coins. Time Before and after. Dates. Time to the hour. Time to the half hour. Writing time. Comparing time.	Time Describing movement. Describing turns. Describing movement and turns. O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time. Mass. Capacity and Temperature Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature.	Property of Shapes Turns and angles. Right angles in shapes. Compare angles. Draw accurately. Horizontal and vertical. Parallel and perpendicular. Recognise and describe 2D shapes. Recognise and describe 3D shapes. Make 3D shapes. Mass and Capacity Measure mass (1). Measure mass (2). Compare mass. Add and subtract mass. Measure capacity (1). Measure capacity (2). Compare capacity. Add and subtract capacity.	Statistics (cont) Introducing line graphs. Line graphs Property of Shape Identify angles. Compare and order angles. Triangles. Quadrilaterals. Lines of symmetry. Complete a symmetric figure Position and Direction Describe position. Draw on a grid. Move on a grid. Describe a movement on a grid.	Properties of Shapes (cont) Calculating angles on a straight line. Calculating angles around a point. Calculating lengths and angles in shapes. Regular and irregular polygons. Reasoning about 3D shapes. Position and Direction Position in the first quadrant. Reflection. Reflection with coordinates. Translation. Translation with coordinates. Converting Units Kilograms and kilometres. Milligrams and millilitres. Metric units. Imperial units. Converting units of time. Timetables. Volume What is volume? Compare volume. Estimate volume. Estimate capacity.	Properties of Shapes Measure with a protractor. Introduce angles. Calculate angles. Vertically opposite angles. Angles in a triangle. Angles in a triangle special cases. Angles in a triangle missing angles. Angles in special quadrilaterals. Angles in regular polygons. Draw shapes accurately. Nets of 3D shapes. Statistics Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems. Circles. Read and interpret pie charts. Pie charts with percentages. Draw pie charts. The mean.

	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Science			Living things and habitats Animals - recap Food and basic needs - recap Living processes - recap Can they match certain living things to the habitats they are found in? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats?		Can they set up a simple fair test to make comparisons? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? Can they make accurate measurements using standard units? Can they explain their findings in different ways (display, presentation, writing)? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings? Can they identify differences, similarities or changes related to simple scientific ideas or processes? Can they report findings from investigations through written explanations and conclusions? Can they use a graph or diagram to answer scientific questions? Can they compare and group materials together, according to whether they are solids, liquids or gases? Can they explain what happens to materials when they are heated or cooled? Can they measure or research the temperature at which different materials change state in degrees Celsius? Can they use measurements to explain changes to the state of water? Can they identify the part that evaporation and condensation has in the water cycle? Can they associate the rate of evaporation with temperature? Can they group and classify a variety of materials according to the impact of temperature on them? Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? Can they relate temperature to	Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? Can they make a prediction with reasons? Can they present a report of their findings through writing, display and presentation? Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they take repeat readings when appropriate? Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) Can they work out how water can cause resistance to floating objects? Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?	Can they present a report of their findings through writing, display and presentation? Can they choose the best way to answer a question? Can they collect information in different ways? Can they find a pattern from their data and explain what it shows? Can they use a graph to answer scientific questions? Can they link what they have found out to other science? Can they suggest how to improve their work and say why they think this? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they report findings from investigations through written explanations and conclusions? Can they identify scientific evidence that has been used to support to refute ideas or arguments? Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? Can they draw conclusions from their work? Can they link their conclusions to other scientific knowledge? Can they explain how they could improve their way of working? Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? Can they give reasons for classifying plants and animals based on specific characteristics? Can they explain why classification is important? Can they readily group animals into reptiles, fish, amphibians, birds and mammals? Can they sub divide their original groupings and explain their divisions? Can they group animals into vertebrates and invertebrates? Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?

	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
History		A5 Do they know that some objects belonged to the past? B2 Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? B4 Can they begin to identify the main differences between old and new objects? B6 Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? B8 Can they explain differences between past and present in their life and that of other children from a different time in history?	Research event - polar exhibitions Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?	The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Can they plot recent history on a timeline using centuries? Can they use their mathematical skills to round up time differences into centuries and decades? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Do they recognise that the lives of wealthy people were very different from those of poor people? Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? one in-depth study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin civilisation (West Africa) c. AD 900-1300.
Geography	UW - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and, where appropriate, maps	Can they tell someone their address? Can they name different jobs that people living in their area might do?	Habitats - polar regions - maps Label photos and features Can they describe some of the features associated with an island? Do they think that people try to make the area better? How? Can they locate some of the world's major rivers and mountain ranges?		Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the countries that make up the European Union? Can they locate and name some of the main islands that surround the UK? Can they name the counties that make up the home counties of London?		Can they plan a journey to another part of the world which takes account of time zones? Can they recognise key symbols used on ordnance survey maps?
MFL							Can they identify the main points and some details? Can they understand a short story or factual text and note some of the main points?

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Art	EAD - CM - Share their creations, explaining the process they have used	Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread?	Landscapes Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?	Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work? Can they add texture to a piece of work? Can they use the printed images they take with a digital camera and combine them with other media to produce art work?	Can they use ceramic mosaic? Can they combine visual and tactile qualities?	Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	Do they use software packages to create pieces of digital art to design. Can they create a piece of art which can be used as part of a wider presentation?
DT	EAD - CM - Share their creations, explaining the process they have used		Landscapes Can they measure textile? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile? Can they consider how to improve their construction?			Can they describe what they do to be both hygienic and safe? How have they presented their product well?	Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs?
RE		Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify some similarities and differences between ceremonies studied (B3). Respond to examples of co-operation between different people (C2) Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1).	Talk about some texts from different religions that promote the 'Golden rule', and think about what would happen if people followed this rule more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1) Answer the title question thoughtfully, in the light of their learning in this unit (C1). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).			Make connections between how believers feel about places of worship in different traditions (A3). Outline how and why places of worship fulfil special functions in the lives of believers (A3).	Express ideas about how and why religion can help believers when times are hard, giving examples. Explain what difference belief in judgement/karma/reincarnation might make to how someone lives, giving examples (B1).
Music		Can they show sounds by using pictures? Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?	Performing Can they play simple rhythmic patterns on an instrument? Appraising Can they improve their own work? Can they listen out for particular things when listening to music? Do they recognise sounds that move by steps and by leaps?	Can they compose melodies and songs? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer? Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?		Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? Can they use a music diary to record aspects of the composition process?	

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Computing		Can they record pupils' voices as a voice over? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?	Dear Greenpeace Communicating Can they send and reply to messages sent by a safe email partner (within school)? Data Retrieving & Research Can they print a web page to use as a resource? E safety and Knowledge Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? E-Safety Skills Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it?	Can they use 90 degree and 45 degree turns? Can they give an on-screen robot directional instructions? Can they draw a square, rectangle and other regular shapes on screen, using commands? Can they write more complex programs? Can they review images on a camera and delete unwanted images? Can they contribute to a class blog? Do they understand that copyright exists on most digital images, video and recorded music?	Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Do they recognise what a spread sheet is? Can they use the terms 'cells', 'rows' and 'columns'? Can they enter data, highlight it and make bar charts? Can they copy and paste the graph/bar chart and use it in a WP document?	Can they listen to streaming audio such as online radio? Can they download and listen to podcasts? Can they produce and upload a podcast? Can they manipulate sounds using Audacity?	Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they follow the school's safer internet rules? Can they make safe choices about use of technology? Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? Can they create strong passwords and manage them so that they remain strong? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?

	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves	How We Organise Ourselves
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE	PSED - SR - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I understand that medicines can help me if I feel poorly and know how to use them safely I can identify the parts of a body that make boys different to girls and can use the correct names for these. I can discuss my worries and the things I am looking forward to about being in Year 2.	Transition to Yr 3 I can choose a realistic goal and think about how to achieve it. I know how to share success with other people. I can identify what I am looking forward to when I am in year 3 and changes I might make. I can discuss my worries and the things I am looking forward to about being in Year 2.	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	I can work collaboratively towards shared goals and be resilient during this process I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords. I know strategies for keeping physically and emotionally safe, including road safety, fire and water safety (water is the focus). I know how to help people with asthma (First Aid Afternoon). I know about change, including transitions, loss, separation, divorce and bereavement (RECAP). I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.	I can recognise ways in which a relationship can be unhealthy, know how to resist pressure and who I can talk to if I need support. ALRIGHT CHARLIE – Blast Project I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords. I know that online violent behaviour can lead to offline violent behaviour. I know what positively and negatively affects my physical, mental and emotional health and how to manage this (isolation, loneliness, safe and unsafe exposure to the sun/reducing the risk of sun damage). I can identify what I am looking forward to when I am in Year 6. I can start to think about changes I will make when I am in Year 6 and know how to go about this.	
PE			Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game?		Can they run over a long distance?	Can they field? Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules?	Can they modify use of skills or techniques to improve their work? Can they explain complicated rules? Can they demonstrate stamina? Can they use their skills in different situations?
Trips/Visits							
Important Days							
Esafety							
Careers							

	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme description	rights and responsibilities in the struggle to share finite resources with other people and with other living thing	rights and responsibilities in the struggle to share finite resources with other people and with other living things					rights and responsibilities in the struggle to share finite resources with other people and with other living things
Central idea	The rubbish we produce and how we respond affects our environment	Living things grow and change.	Humans make choices that may have consequences on the opportunities of others.	Plants are a life sustaining resource to us and may influence societies differently. Plants are a life sustaining resource and if taken away, can impact the natural world.	Through embracing various cultural practises society may become more tolerant	Living things adapt to meet needs based on available resources.	Renewable energy may be used to protect the planet for future generations
Key Concepts	Connection, Responsibilty, Causation	Function, Change, Connection	Responsibility, Causation, Connection, Perspective	Function	Function, Change, Perspective		Function, Change, Connection
Related Concepts	responsibilities, relationships, habitats, communication, perspectives, responsibilities, health	Relationships, Behaviour, Responsibilities, Environmentalism	Equality, diversity, change, progress, wealth, poor, poverty	Growth, adaptation, interdependence, lifecycles	Expression, communication, perspectives, culture		sustainability, resources, technology, energy, Behaviour, Choice, resources, Lifestyle, sustainability, build, Innovation, design, construct
Lines of inquiry	An inquiry into what happens to rubbish after we throw it away An inquiry into our responsibility to reduce, reuse and recycle An inquiry into how our actions impact the environment	Inquiry into the basic needs of living things. Inquiry into the way things grow and change over time. Inquiry into caring for living things.	An inquiry into how individuals can impact the lives of others (causation) An inquiry into how the past can connect and make changes for the future (connection) An inquiry into how individuals and groups can lead to diversity across society. (responsibility/perspective)	An inquiry into the lifecycle of plants and what they need for growth An inquiry into how the weather of other countries impacts what resources we can grow An inquiry into the different ways that plants may be used	An inquiry into how cultures may overlap globally An inquiry exploring the ways art may communicate culture An inquiry evaluating how religion may impact culture	Characteristics and needs within environments and habitats Relationships among living things Human impacts on the environment.	An inquiry into the categorisation of different types of energy An inquiry into interpreting how we use energy An inquiry into how renewable energy works and prove its positive implications
Multi structural							
Relational							
Extended abstract							
SDGs							
Key text							
Exit point - involving parents/community							
Phonics							
English Writing	Lit - Wr - Write recognisable letters, most of which are correctly formed Lit - Wr - Spell words by identifying sounds in them and representing the sounds with a letter or letters PD - FM - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases		NCR on Queen Victoria Letter Dickens - Oliver Twist				
English Reading	Lit - Re - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Lit - Comp - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary						

	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
English Speaking & Listening	CLL - Sp - Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary						
Maths	Math - Nu - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Math - NP - Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity	Number: Place Value (within 50) (including multiples of 2, 5 and 10) - cont Count in 2s. Count in 5s Length and Height Compare lengths and heights. Measure length (1). Measure length (2) Weight and Volume Introduce weight and mass.. Measure mass. Compare mass. Introduce capacity. Measure capacity. Compare capacity.	Position and Direction Describing movement. Describing turns. Describing movement and turns. Making patterns with shapes. Problem solving and efficient methods	Fractions Equivalent fractions (1). Equivalent fractions (2). Equivalent fractions (3). Compare fractions. Order fractions. Add fractions. Subtract fractions. Measurement and Time Months and years. Hours in a day. Telling the time to 5 minutes. Telling the time to the minute. AM and PM. 24 hour clock. Finding the duration. Comparing the duration. Start and end times. Measuring time in seconds.	Decimals Make a whole. Write decimals. Compare decimals. Order decimals. Round decimals. Halves and quarters. Money Pounds and pence. Ordering amounts of money. Using rounding to estimate money. Four operations. Time Hours, minutes and seconds. Years, months, weeks and days. Analogue to digital 12 hour. Analogue to digital 24 hour. Statistics Interpret charts. Comparison, sum and difference.	Decimals Adding decimals within 1. Subtracting decimals within 1. Complements to 1. Adding decimals crossing the whole. Adding decimals with the same number of decimal places. Subtracting decimals with the same number of decimal places. Adding decimals with a different number of decimal places. Subtracting decimals with a different number of decimal places. Adding and subtracting whole and decimals. Decimal sequences. Multiplying decimals by 10, 100 and 1000. Dividing decimals by 10, 100 and 1,000. Properties of Shapes Measuring angles in degrees. Measuring with a protractor (1). Measuring with a protractor (2). Drawing lines and angles accurately.	Converting Units Metric measures. Convert metric measures. Calculate with metric measures. Miles and kilometres. Imperial measures. Perimeter, Area and Volume Shapes same area. Area and perimeter. Area of a triangle (1). Area of a triangle (2). Area of a triangle (3). Area of a parallelogram. Volume counting cubes. Volume of a cuboid. Ratio Use ratio language. Ratio and fractions. Introducing the ratio symbol. Calculating ratio. Using scale factors. Calculating scale factors. Ratio and proportion problems.

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Science		Can they name some parts of the human body that cannot be seen? Can they say why certain animals have certain characteristics? Can they observe changes across the four seasons? Can they name the four seasons in order? Can they observe and describe weather associated with the seasons? Can they observe and describe how day length varies? Can they observe and talk about changes in the weather?	Vehicles moving on different surfaces Can they explain how things move on different surfaces? Can they explain how materials are changed by heating and cooling?	Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? Can they explain how they vary from plant to plant? Can they investigate the way in which water is transported within plants? Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?		Can they report and present findings from enquiries through written explanations and conclusions? Can they use a graph to answer scientific questions? Can they find a pattern from their data and explain what it shows? Can they link what they have found out to other science? Can they suggest how to improve their work and say why they think this? Can they describe the changes as humans develop to old age? Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? Can they describe the changes experienced in puberty? Can they draw a timeline to indicate stages in the growth and development of humans?	Can they explore different ways to test an idea, choose the best way, and give reasons? Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they explain, in simple terms, a scientific idea and what evidence supports it? Can they decide which units of measurement they need to use? Can they explain why a measurement needs to be repeated? Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they plan in advance which equipment they will need and use it well? Can they make precise measurements? Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? Can they use recognised symbols when representing a simple circuit in a diagram? Can they make their own traffic light system or something similar? Can they explain the danger of short circuits? Can they explain what a fuse is? Can they explain how to make changes in a circuit? Can they explain the impact of changes in a circuit? Can they explain the effect of changing the voltage of a battery?

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
History		B1 Do they appreciate that some famous people have helped our lives be better today? B2 Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?	Queen Victoria and British Empire Link to Queen ELizabeth II - Queens Jubilee - LAT event Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about their own life? Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they explain how their local area was different in the past? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? Can they explain what is meant by a democracy and why it is a good thing? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?		Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Edward the Confessor and his death in 1066	Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?
Geography	UW - PCC - Describe their immediate environment using knowledge from observation discussion, stories, non fictions texts and maps UW - NW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Can they answer questions about the weather? Can they keep a weather chart? Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow? Can they explain how the weather changes with each season? Can they begin to explain why they would wear different clothes at different times of the year?	British Empire Can they say what they like and don't like about their locality and another locality like the seaside? Can they explain what makes a locality special? Can they describe a place outside Europe using geographical words? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? Can they find the longest and shortest route using a map? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?	Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km? Can they work out how long it would take to get to a given destination taking account of the mode of transport? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own?	Can they find the same place on a globe and in an atlas? Can they plan a journey to a place in England? Can they name the areas of origin of the main ethnic groups in the UK & in their school?	Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?	Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they use a range of self selected resources to answer questions? Do they understand the term sustainable development? Can they use it in different contexts? Can they explain how human activity has caused an environment to change?

	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet	Sharing the Planet
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
MFL		Can they copy a single word correctly? Can they label items?			Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?		Do they understand longer passages made up of familiar language in simple sentences? Can they understand a short story or factual text and note some of the main points?
Art		Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	William Morris Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer? Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage?	Can they make a printing block? Can they make a 2 colour print?	Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project? Can they present a collection of their work on a slide show?	Do they experiment with and combine materials and processes to design and make 3D form? Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion?	Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? Can they create models on a range of scales? Can they include both visual and tactile elements in their work? Can they sculpt clay and other mouldable materials?
DT		Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes?	Moving Vehicles Can they join materials together as part of a moving product? Can they add some kind of design to their product? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? Can they incorporate some type of movement into models? Can they consider how to improve their construction?	Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?	Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way? Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience?	Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed stepby-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques? How have they ensured that their product is strong and fit for purpose?	Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product? Can they justify why the chosen material was the best for the task? Can they justify design in relation to the audience?

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RE		Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify some similarities and differences between ceremonies studied (B3). Identify a special time they celebrate and explain simply what a celebration is (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Easter/Pentecost/Harvest and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3).	Eid Recognise that some people believe that God created the world so we should look after it. Re-tell Bible stories and stories from another faith about caring for others and the world (A2) Identify the ways that some people make a response to God by caring for others and the world (B1). Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad and identify some ways Muslims mark Ramadan and celebrate Eid-Ul- Fitr (A1). Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99names of Allah (A1). Retell a story about the life of Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Make links between what the Holy Qu'ran says and how Muslims behave (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-Ul-Fitr and how this might make them feel (B1)		Describe how Christians celebrate Holy Week and Easter Sunday (B1). Give simple definitions of some key Christian terms 9e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, Incarnation, salvation – see unit L2.2), reflecting on why this inspires Identify the most important parts of Easter for Christians and say why they are important (B1). Describe some ways Hindus express their faith through puja, aarti and bhajans (A2)	Describe the 5 Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Make connections about Muslim practice the key functions of the of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe the forms of guidance a Muslim uses and compare them to the forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Identify three reasons why the Holy Qu'ran is important to Muslims and how it makes a difference to how they live (B1). Describe and reflect on the significance of the Holy Qu'ran to Muslims (B1). Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).	Outline how and why some Humanists criticise spending on religious buildings or art (A3). B: Express ideas and insights about the nature, significance and impact of world religions and worldviews. C: Gain and deploy the skills needed to engage seriously with religions and worldviews. A: Know about and understand a range of religions and world views. Identify the values found in stories and texts (A2). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Describe some Christian and Humanist values simply (B3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2) Give examples of similarities and differences between Christian and Humanist values (B3). C: Gain and deploy the skills needed to engage seriously with religions and worldviews. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning (C2).
Music		Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing? Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?	Victorian composers Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song?		Can they improvise using repeated patterns? Can they use selected pitches simultaneously to produce simple harmony? Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance? Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast? Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they identify how a change in timbre can change the effect of a piece of music?		Can they sing a harmony part confidently and accurately? Can they perform parts from memory? Can they perform using notations? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support? Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? Can they appraise the introductions, interludes and endings for songs and compositions they have created?

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Computing		Can they print out a photograph from a camera with help? Have they joined in sending a class email? Can they use the @ key and type an email address? Can they print out a page from the internet? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class?	Research skills - presenting E-Safety and Knowledge Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet?	Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Can they use a branching database? Can they create a presentation that moves from slide to slide and is aimed at a specific audience? Can they combine text, images and sounds and show awareness of audience? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?	Can they use repeat instructions to draw regular shapes on screen, using commands? Can they experiment with variables to control models? Can they make turns specifying the degrees? Can they give an on-screen robot specific directional instructions that takes them from x to y? Can they make accurate predictions about the outcome of a program they have written? Can they capture images using webcams, screen capture, scanning, visualiser and internet? Can they use photo editing software to crop photographs and add effects? Do they appreciate the benefits of ICT to send messages and to communicate? Can they use the automatic spell checker to edit spellings? Can they insert sound recordings into a multi media presentation? Do they know the difference between online communication tools used in school and those used at home? Do they understand the need to develop an alias for some public online use? Do they understand that the outcome of internet searches at home may be different than at school? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new? Can they explain how to use email safely?	Can they select music from open sources and incorporate it into multimedia presentations? Can they work on simple film editing? Can they use a range of presentation applications? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? Can they use knowledge of the meaning of different domain names and common website extensions (e. g. .co.uk; .com; .ac; .sch; .org; .gov; . net) to support validation of information?	Can they conduct a video chat with people in another country or organisation? Can they conduct a video chat with more than one person at a time? Can they contribute to discussions online? Can they use a search engine using keyword searches? Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"? Can they compare the information provided on two tabbed websites looking for bias and perspective?

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PSHE/RSE	PSED - SR - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate PSED - SR - Show an understanding of their own feelings and those of others, and being to regulate their behaviour accordingly	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	Democracy I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I can show or tell what relaxed means and I know somethings that make me feel relaxed and some that make me feel stressed.	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people		I can recognise and manage dares. (MOVED TO TERM 6) I understand that I have the right to protect my body from inappropriate or unwanted contact. ALRIGHT CHARLIE – Blast Project (MOVED TO TERM 6) I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources– ALRIGHT CHARLIE – Blast Project I know how to deepen my understanding of my feelings, particularly with regards to my body image. Christopher Winter Project – Talking about Puberty Male and Female Changes Puberty and Hygiene I know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP). I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction I can recognise ways in which a relationship can be unhealthy, know how to resist pressure and who I can talk to if I need support. ALRIGHT CHARLIE – Blast Project I understand that I have the right to protect my body from inappropriate or unwanted contact. ALRIGHT CHARLIE – Blast Project I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources– ALRIGHT CHARLIE – Blast Project	I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (thinking about their role in this as they get older).
PE		Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Can they hit a ball with a bat?	Games Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they follow rules?	Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences?		Can they use forehand and backhand with a racquet?	Can they analyse and explain why they have used specific skills or techniques? Can they create their own success criteria for evaluating? Can they make a team plan and communicate it to others? Can they lead others in a game situation?
Trips/Visits							
Important Days			Victorian Dress Up Day				
Esafety							
Careers							