**Paisley Primary School**

**Curriculum Overview**

Logo

Description automatically generated with medium confidence



|  |
| --- |
| **Contents** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3 Curriculum drivers | | | | | | | |  | |
| 6 The curriculum – our approach | | | | | | | |  | |
| **8 KEY CONCEPTS Overview** | | | | | | | |  | |
| **12 SECOND ORDER CONCEPTS Overview** | | | | | | | |  | |
| **Subject overviews including knowledge and skills sequencing** | | | | | | | |  | |
| 1. Science |  | | 1. Computing | |  | | |  | |
| 1. History |  | | 32 Geography | |  | | |  | |
| 36 Art and design | |  | | 42 Design and Technology | | |  | |  | |
| 47 Music | |  | | 55 PE | |  | | |  | |
| 61 PSHE | |  | | 65 Languages | | | | |  | |
| 69 Religion and Worldviews | |  | |  | | | | |  | |
| **73 LONG TERM PLAN** | |  | |  | | | | |  | |

|  |
| --- |
| **Curriculum drivers** |

At Paisley Primary School, ‘**We value every child in our community: we want them to aspire to the greatest things**.’

Our curriculum drivers underpin the curriculum at Paisley Primary School:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reading | Vocabulary | Community | Aspiration | Inclusion |

We believe these drivers are exactly what our children need to make good progress academically, personally and socially. We want Paisley children to be excellent citizens of our community in the city of Hull. We recognise that many of children join our school with knowledge and skills below national expectations and therefore we ensure that we prioritise reading, oracy and the development of vocabulary from the very start of school. Our curriculum drivers will ensure that all our children aspire to the greatest things and are successful in their learning, across the curriculum.

**Reading:**

* **At Paisley, our children learn to read, they read to learn and they love to read**. Our curriculum prepares pupils to read fluently and with confidence. In EYFS and Key Stage 1, the primary focus for our pupils is to develop accuracy and speed in decoding sounds and words. As they move through school, our children read and discuss a range of progressively more complex texts.
* Our Paisley Reading Spine contains high-quality literature with a wide range of language and structures for our pupils to explore. This ensures our pupils are enthused by new books and have the prior knowledge, fluency and confidence to comprehend and enjoy them.
* In every classroom, every child is read to daily to gain experience listening to books from different times, places and genres. Well chosen stories encourage our children to think deeply, to reflect and consider others.
* Our children have the opportunity to read across all subjects to acquire knowledge, carry out research and unlock learning across the curriculum.

**Vocabulary:**

* At Paisley, we recognise that some of our children join us with vocabulary skills below their peers. Therefore, developing oracy, reading and vocabulary is a priority in our curriculum, right from the start. We see our role as ensuring that all our children have the confidence to read, use and analyse the richness of the English language across all subjects.
* Staff model and explicitly teach vocabulary, with language being an integral teaching point of all learning sequences. Vocabulary is a planned essential component of all curriculum documentation across all subjects. Taught vocabulary is specified so that all children develop a deep understanding of curriculum areas and can use high-level vocabulary to communicate their learning with clarity.
* We integrate both subject-specific and tier two vocabulary so that pupils can discuss and evaluate their learning at all levels. We want our children to develop the confidence to use and manipulate language across different forms, structures, and for a variety of purposes, audiences and levels of formality.

**Community:**

* At Paisley, our pupils feel valued and special in our community. Our six golden rules bring our community together and ensure that our pupils grow as excellent citizens. Our curriculum teaches cooperation, positive listening skills and mutual respect for their peers and adults. Good manners are modelled and encouraged and we support our pupils to become proud members of the school and local community.
* Our children are taught an awareness and understanding of different faiths, beliefs, ways of life and cultures; they demonstrate respect and understanding of difference. At Paisley, difference is acknowledged and celebrated – children are proud of the things that make themselves and their peers unique.
* Through a planned programme of trips and visits, our children develop knowledge of where they live. Our curriculum develops pupils’ awareness of British Values, their rights, responsibilities and roles as stewards of our community. At Paisley, community means growing citizens of the future - young people who are ready to work with others, who embody respect and live out a belief in hope for a bright future.

**Aspiration:**

* At Paisley, we teach all children to be prepared for the world of work, to contribute effectively to society and develop the self-confidence to make informed and thoughtful choices in all aspects of life. Our curriculum teaches pupils to be confident, resilient and proud of their achievements. Our Paisley Principles encourage all children to develop stamina in their learning, to work very hard and to meet high standards across the curriculum.
* Our four house teams: ***The Unstoppables, Extraordinaires, Incredibles and Astonishers*** create a culture of aspiration and high reward in our school, celebrating pupils who demonstrate high standards of learning behaviour and achievement.
* We teach children to be responsible learners who communicate effectively in spoken, written and virtual forms. We give our pupils the chance to discuss, present and share their ideas and views in all subjects. As they move through school, our children develop an understanding of the world of work; learning about careers and opportunities available locally and beyond our city.

**Inclusion:**

* At Paisley , every child in our school community is valued. We ensure that barriers to learning are identified and strategies to meet an individual's needs are prioritised. In the classroom, pupils’ work is targeted, tailored and adapted to ensure all pupils meet high standards, make progress and aspire to the greatest things. Intervention programmes ensure that children have the opportunity to catch up and narrow the gaps quickly, especially in reading.
* Our curriculum ensures that disadvantage does not inhibit learning or success. Personalised attendance plans, behaviour plans and our one-page profiles for pupils with additional needs ensure that children’s needs are met on a daily basis. Vulnerable groups are given the highest priority; we build on pupils’ strength and potential through systems of high support and high reward.
* Our golden rules ensure that respect lies at the core of school life. Our Jigsaw curriculum, assembly programme and Opal Play initiative are prime examples of how difference is taught and understood by our pupils through our curriculum offer.

|  |
| --- |
| **The Curriculum – our approach** |

Subject Specific Sequencing:

Each subject discipline has been planned to ensure that knowledge and skills are sequenced form Early Years to Year 6.

Key Concepts:

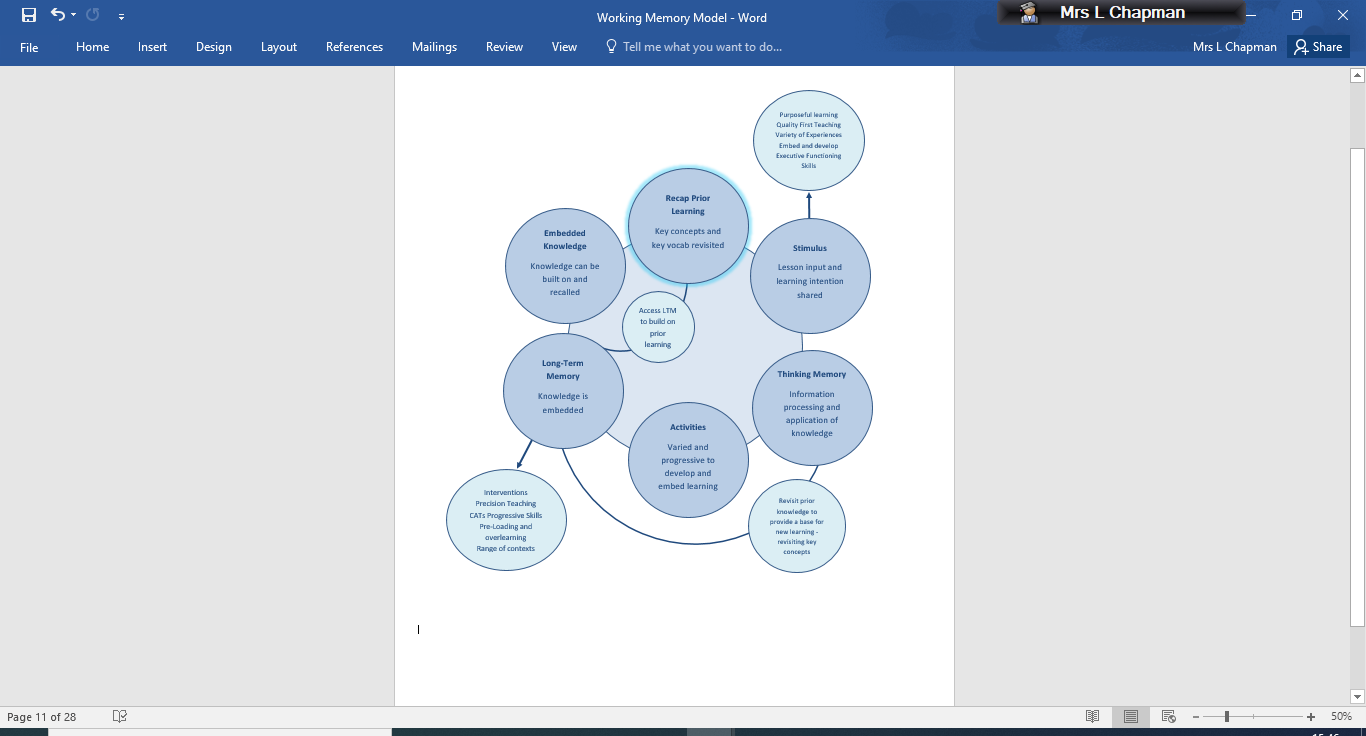
For each subject, a set of key concepts have been identified. These are the subject specific ‘big ideas’ that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long term knowledge.

Second Order Concepts:

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc…. These are summarised on page 11 and 12 to outline how these apply across a range of subjects.

Working Memory Model

With the collation of all this extensive research, we have generated a ‘Working Memory Model’ which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



|  |
| --- |
| **Key Concepts (The big ideas)** |

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for each subject area.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science | | | | | | | | |
| Icon  Description automatically generated |  |  | A picture containing mirror  Description automatically generated | See the source image | See the source image | See the source image | Graphical user interface, application, table, Excel  Description automatically generated | See the source image |
| Working Scientifically | Animals including humans | Plants | Living things and their habitats | Materials | States of matter | Forces | Energy | Earth Science |
|  | Biology | | | Chemistry | | Physics | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| History | | | | | |
| Icon  Description automatically generated |  |  |  |  |  |
| Historical enquiry | Chronology | Community and culture | Conflict and disaster | Exploration and invention | Hierarchy and power |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Geography | | | | | |
|  |  |  |  |  |  |
| Locational knowledge | Place knowledge | Navigation | Fieldwork | Human Geography | Physical Features and Processes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Computing | | | | |
| Scratch Has a Marketing Problem | Convert real time data into information instantly | by Eranga Liyanage |  Medium | IT Network Solutions in Vancouver | Supergeek | Media content creation stock vector. Illustration of background - 98983755 |  |
| Programming | Data and Information | Computer Systems & Networks | Creating Media | Operating devices / Searching and selecting information / Using devices safely and responsibly |
| Computer Science | | Information Technology | | Digital Literacy |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Art and Design | | | | | |
|  |  |  |  |  |  |
| Knowledge of artists and designers | Exploring and developing ideas | Drawing | Painting | Mixed media & 3D | Evaluating |
| Making skills | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Design Technology | | | | |
|  |  |  |  |  |
| Mechanics | Textiles | Structures | Electric and digital | Cooking and nutrition |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Music | | | | |
| **Music is taught progressively through the 3 interralated pillars of: technical, constructive, expressive.**  To develop these key areas, the curriculum has been structured progressively through each of the following aspects: | | | | |
| See the source image | See the source image | See the source image | See the source image | See the source image |
| Musicianship | Listening | Singing | Composing | Performing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Physical Education | | | | | |
| **PE is taught progressively through the 3 strands of ‘motor competence’, ‘rules, strategies and tactics’ and ‘healthy participation’.** Each of these strands is developed through the following key areas of learning: | | | | | |
|  |  | Action, artistic, double leg, gymnast, gymnastics, leg, pommel horse |  | Sport, orienteering, map, running, holding, finding, location |  |
| Athletics | Dance and movement | Gymnastics | Team games | Outdoor adventurous activities | Swimming |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSHE | | | | | |
| 1 | 2 | 3 |  |  | 6 |
| Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Languages | | | | |
| **Languages are taught progressively through the 3 pillars of: Phonics, Vocabulary and Grammar.**  To develop these key areas, the curriculum has been structured progressively through each of the following aspects | | | | |
| See the source image | See the source image | See the source image |  | See the source image |
| Listening | Speaking | Reading | Writing | Grammar |

|  |  |  |
| --- | --- | --- |
| Religion and Worldviews | | |
| World Religion Religious Symbol Clip Art, PNG, 1397x1600px, World,  Christian Cross, Christianity, Emoticon, Freedom Of Religion | Philosophy Logo - Company Philosophy | Full Size PNG ... | Uploaded image |
| Theology | Philosophy | Social Sciences |

|  |
| --- |
| **Second Order Concepts** |

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum subject** | **Significance** | **Similarity and difference** | **Cause and consequence** | **Continuity and change** | **Responsibility** | **Communication (Oracy & Written)** | **Enquiry** |
| **Science** | Significant scientists, discoveries, laws, models and theories | Making comparisons, finding patterns, noting differences, drawing conclusions | Models and laws, reactions between materials, observing processes | Observing what changes and what stays the same | Working safely, climate change and sustainability, how science solves problems | Using scientific terms, evaluating, drawing conclusions, explaining patterns and processes, presenting and interpreting data | Working scientifically, observing, classifying, patterns, fair testing, using evidence |
| **Computing** | Significant inventions and figures from the world of computing | Making comparisons, finding patterns, noticing differences, drawing conclusions | Inputs and outputs, programming | Changes in technology over time, future technology | Being safe online, using social media responsibly and respectfully, privacy, cyberbullying, cyber security, passwords | Using correct terminology, coding language, programming, using technology to communicate and present information |  |
| **History** | Significant people, events and dates through history | Comparing historical periods | Causes and impact of key events | What has changed over time and what has stayed the same? |  | Using historical terms, presenting information as historians, using evidence and sources to support statements | Historical enquiry, source material, considering evidence, facts and opinions, research. Visits. |
| **Geography** | Significant places (cities, countries, seas, oceans etc…) and significant features (notable mountains, volcanoes, glaciers, rivers etc…) | Making comparisons between places, localities and regions. Comparing physical and human features. | Understanding the effect of humans and nature on landscapes and settlements | How and why physical and human features have changed over time | How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources | Using geographical terms, explaining processes and trends, presenting and interpreting data | Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings.  Using maps and atlases. Fieldwork and visits. |
| **Art** | Significant artists, works of art and art movements. | Comparing works of art and artistic styles. Identifying common features and different approaches |  | How art has changed over time |  | Using artistic terminology, evaluating, creative expression, giving opinions, presenting | Visits to galleries, exhibitions, sculptures etc… Investigating art in different places and contexts |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum subject** | **Significance** | **Similarity and difference** | **Cause and consequence** | **Continuity and change** | **Responsibility** | **Written and oral expression** | **Enquiry** |
| **D&T** | Significant designers and designs, real world examples of effective and successful products and designs | Making comparisons between products and designs to inform own plans, noting differences, drawing conclusions | Identifying how things work, how an action can cause change or movement/ strengthen | How design has changed over time | Working safely with different materials, responsibilities to customers to ensure quality products, healthy eating | Using correct terminology, evaluating, communicating designs accurately, labelling and annotating, explaining processes, presenting |  |
| **Music** | Significant composers, pieces of music and musical periods. | Comparing pieces of music, identifying common/different styles and techniques |  | How music has changed over time |  | Using music terminology, responding to music, expressing opinions, experimenting, exploring, performing | Exploring different musical styles, pieces and composers. |
| **PE** |  |  | Tactics, strategy, planning ahead |  | Following rules, being safe, keeping fit and healthy | Communicating with others, making decisions, presenting |  |
| **Languages** |  | Similarity and differences between languages. How this can help learn a language |  |  |  | Speaking, listening and communicating in another language. Building vocabulary |  |
| **PSHE** | Significant people, dates and events |  | The impact of behaviours, actions and language on others | How attitudes and beliefs have changed over time | Personal responsibility, responsibility to others, being healthy, sex and relationship education, resilience, British values, protected characteristics | Emotional literacy, discussion, listening, empathy and understanding, |  |
| **Religion and worldviews** | Significant people, places, events, places of worship, rituals, artefacts, books | Similarity and differences between faiths, beliefs, places of worship, rituals, artefacts, books |  | How religions and beliefs have changed over time | Understanding and respect for different faiths and beliefs |  | Research, visits, exploring holy buildings, meeting representatives from different faiths, taking part in rituals and events |

**Overviews by subject**

**-Key concept overview**

**-Knowledge and skills sequencing**

|  |
| --- |
| Key concepts (Big Ideas) in Science |
| *Pupils build substantive knowledge of the main* ***concepts****,* ***models****,* ***laws*** *and* ***theories*** *across the three disciplines of science: biology, chemistry and physics. They will also learn about significant scientists and discoveries and the impact of these on our lives. Through each unit, pupils will develop their disciplinary knowledge as they learn how to work scientifically.*  **Working scientifically\***  This is embedded through all units. Pupils will learn how scientific enquiry is used to grow and develop knowledge in science. They will learn how scientists use a variety of enquiry strategies to answer scientific questions. Different questions lead to different types of enquiry and are not limited to fair testing. Pupils will learn to use these enquiry strategies confidently and know that different strategies may be needed at different times. Through different units of science, pupils will learn the following:   * **Observing over time:** (observing or measuring how one variable changes over time) * **Identifying and classifying:** (identifying and naming materials/living things and making observations or carrying out tests to organise them into groups.) * **Looking for patterns:** (making observations or carrying out surveys of variables that cannot be easily controlled and looking for relationships between two sets of data) * **Comparative and fair testing:** (observing or measuring the effect of changing one variable when controlling others) * **Answering questions using secondary sources of evidence:** (answering questions using data or information that they have not collected first hand) * Venn diagram    Description automatically generated**Using models:** (Developing or evaluating a model or analogy that represents a scientific idea, phenomenon or process)   **Biology: Animals including humans Plants Living things and their habitats**  See the source imageSee the source imagePupils will develop an understanding of **living things and their environments** through the study of animals, humans, plants and habitats. They will learn about reproductions, inheritance and evolution through the study of life processes and life cycles.  **Chemistry: Materials States of matter**  See the source imageSee the source imageGraphical user interface, application, table, Excel  Description automatically generatedPupils will learn about states of matter through the study of solids, liquids and gases. They will look at the properties of materials including rocks and fossils and will study reversible and irreversible changes in materials.  **Physics: Energy Forces Earth Sciences**  Pupils will develop an understanding of the concepts and laws that apply to physics. They will study the concept of **energy** by learning about light, sound and electricity. They will develop an understanding of **forces** by studying and investigating friction, air resistance, gravity and magnets. They will learn about **Earth and space**, studying seasons, day and night, the solar system and beyond.  \*These concepts are studied in all units of science |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and skills sequencing | | | | | SCIENCE | | | |  | |
|  |  | EYFS | Y1 | Y2 | | Y3 | Y4 | Y5 | | Y6 |
| **WORKING SCIENCTIFALLY** | Observing over time  Using observations and data to draw conclusions | I can make observations and explain what I can see | I can use observations and ideas to suggest answers to questions | I can observe changes over time  I can ask questions about what I notice | | I make careful and systematic observations and take accurate measurements using standard units  I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  I can record findings using bar charts keys, tables and labelled diagrams | | I can take measurements, using a wider range of scientific equipment, with increasing accuracy and precision and taking repeat reading when appropriate  I can report and present findings from enquiries including conclusions, explanations, data and diagrams including scatter graphs and line graphs. | | I use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate  I ask my own questions about the scientific phenomena that I am studying, and select the most appropriate ways to answer these questions including observing changes over different periods of time  I draw conclusions, explain and evaluate my methods and findings, communicating these in a variety of ways  I evaluate my results |
| Identifying /classifying | I can sort objects into groups | I can identify and classify according to simple criteria | I can group and classify things | | I can gather, record, classify and present information in a variety of different ways to help me answer questions | | I can classify materials and identify why they are / are not fit for purpose | | I ask my own questions about the scientific phenomena that I am studying, and select the most appropriate ways to answer these questions, recognising and controlling variables and grouping and classifying things |
| Looking for patterns |  | I can perform simple tests, involving observations and the gathering and recording of data | I can use different types of Scientific enquiry to gather and record data, using simple equipment  I notice patterns in my observations or data | | I can identify differences, similarities or changes related to simple scientific ideas and processes | | I ask my own questions about the scientific phenomena that I am studying, and select the most appropriate ways to answer these questions, recognising and controlling variables and noticing patterns | | |
| Comparative and fair testing |  |  | I can carry out simple comparative tests | | I can ask relevant questions and use different types of scientific enquiry to answer them, including comparative and fair tests  I can record findings and present data using simple scientific language, explanations, diagrams, pictures, keys, bar charts and tables. | | I can plan and carry out scientific enquiry using a range of scientific equipment and variables in order to answer questions  I can use test results to make predictions to set up further comparative and fair tests | | I ask my own questions about the scientific phenomena that I am studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary and carrying out comparative and fair tests  I draw conclusions, explain and evaluate my methods and findings, communicating these in a variety of ways |
| Using secondary sources of evidence |  |  | I can find things out using secondary sources of information | | I can identify scientific evidence that has been used to support or refute ideas or arguments | | I describe and evaluate my own and others’ scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources  I ask my own questions about the scientific phenomena that I am studying, and select the most appropriate ways to answer these questions including finding things out using a wide range of secondary sources | | |
| Using models |  |  |  | | Understand how models can explain progresses that can’t be fully observed eg: how light/sound travel, magnetism, the water cycle  Understand how models explain how molecules behave when substances change shape. | | Understand how models about space and the solar system explain processes that can’t be observed. | |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **BIOLOGY** | Living things and their habitats  A picture containing mirror, clipart  Description automatically generated | To understand the difference between plants and animals through observation (similarity and difference)  To understand the need to respect and care for the natural environment and all living things (responsibility) |  | To identify whether things are alive, dead or have never lived  To name different plants and animals and describe how they are suited to different habitats  To describe how animals get their food from plants and other animals, using the idea of a simple food chain to describe this relationship | To describe in simple terms how fossils are formed when things that have lived are trapped within rock. | To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  To recognise that living things can be grouped in a variety of ways  To recognise that environments can change and that this can sometimes pose dangers to living things. | To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  To describe the life process of reproduction in some plants and animals. | To group, classify and identify plants, animals and micro-organisms using keys or other methods based on their observable features  To describe how living things have changed over time and evolved using the basic ideas of inheritance, variation and adaptation  To give evidence for evolution  To recognise that living things produce offspring of the same kind but that offspring are not identical to their parents. |
| Animals including humans  A picture containing text, porcelain  Description automatically generated | To talk about lifecycles (continuity and change)  To use my senses in hands on explanations (similarity and difference)  To name my 5 senses (similarity and difference)  To explain what my 5 senses are (similarity and difference) | To describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals).  To identify, name, draw and label the basic parts of the human body.  To say which part of the body is associated with each sense.  To group animals according to what they eat | To describe the basic needs of animals for survival and the main changes as young animals (including humans) grow into adults  To notice that animals, including humans, have offspring that grow into adults.  To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | To identify that animals, including humans, need the right types and amount of nutrition, and they get nutrition from what they eat.  To identify that humans and some other animals have skeletons and muscles for support, protection and movement. | To describe the simple functions of the basic parts of the digestive system in humans.  To identify the different types of teeth in humans and their simple functions.  To construct and interpret a variety of food chains, identifying producers, predators and prey. | To describe the changes as humans develop to old age. | To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  To describe the effects of diet, exercise, drugs and lifestyle on how the body functions |
| Plants  A picture containing text, clipart  Description automatically generated | To plant seeds and care for growing plant with support (responsibility)  To say what a plant needs to survive (cause and consequence)  To talk about lifecycles (continuity and change) | To name, identify and describe the basic structure of a variety of common flowering plants including trees. | To describe the basic needs of plants for survival and the impact of changing these  To observe and describe the main changes as seeds and bulbs grow into mature plants. | To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  To understand how water is transported within plants.  To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |  | To name, locate and describe the functions of the main parts of plants, including those involved in reproduction |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **CHEMISTRY** | Materials  See the source image | To explore collections of materials and talk about similarities and differences  To talk about the differences between materials and talk about the changes I see (cause and consequence) | To name, compare and group a variety of everyday materials and describe their simple, physical properties.  To distinguish between an object and the materials from which it is made | To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | To compare and group together different kinds of rocks and soil on the basis of their appearance and simple physical properties. |  | To compare and group together everyday materials on the basis of their properties  To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. |  |
| States of matter  See the source image |  |  |  |  | To describe the characteristics of different states of matter and group materials on this basis  To describe how materials change state at different temperatures  To observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.  To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  To identify, with reasons, whether changes in materials are reversible or not  To explain that some changes of state result in the formation of new material which is not usually reversible. |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **PHYSICS** | Forces  See the source image | To explore how things work e.g. toys  To explore pushes and pulls  To talk about forces and concepts such as floating and sinking, magnetism and light. |  |  | To notice contact and non-contact forces and observe similarities and differences.  To describe how magnetic forces act at a distance  To describe magnets as having two poles.  To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet  To predict and explain whether two magnets will attract or repel each other, depending on which poles are facing. |  | To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  To identify the effects of air resistance, water resistance and friction that act between moving surfaces.  To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Energy   * Light * Sound * Electricity |  |  |  | **Light**  To recognise and understand the properties of light.  To recognise that shadows are formed when the light from a light source is blocked by a solid object.  To find patterns in the way that the size of shadows changes. | **Sound**  To identify how sounds are made, associating some of them with something vibrating.  To recognise that vibrations from sounds travel through a medium to the ear.  To recognise that sounds get fainter as the distance from the sound source increases  To describe the relationship between the pitch of a sound and the features of its source  To describe the relationship between the volume of a sound, the strength of the vibrations and the distance from its source  **Electricity**  To construct and name the basic parts of a simple series circuit, including cells, wires, bulbs, switches and buzzers.  To identify whether or not a lamp will light in a simple series circuit  To recognise that a switch opens and closes a circuit  To recognise and explain why materials are good conductors and insulators. |  | **Light**  To use the idea that light travels in straight lines and enters our eyes to explain how we see things  To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  **Electricity**  To use simple apparatus to construct & control a series circuit, and describe how the circuit may be affected when changes are made to it  To use recognised symbols when representing a simple circuit in a diagram. |
| Earth science | To name and identify some different types of weather | To explain how the weather changes throughout the year and name the seasons (link to geography)  To use a globe to identify the equator and north and south poles (Link to geography) |  |  |  | To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  To describe the movement of the Moon relative to the Earth.  To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | To describe and explain the key physical features of different climate zones and biomes (link to geography) |

|  |
| --- |
| Key concepts (Big Ideas) in **COMPUTING** |
| *Pupils will develop their knowledge of computing through the three strands of* ***computer science****,* ***information technology*** *and* ***digital literacy****. The computing curriculum will equip pupils with the knowledge to become creators of digital technologies and digital artefacts.*  **COMPUTER SCIENCE:**  This focuses on programming & algorithms and data & information. This will provide pupils with the foundational knowledge needed to understand the rest of the curriculum.  Scratch Has a Marketing Problem**Programming**  Pupils will learn how to interpret, create and evaluate algorithms. They will be taught to program to accomplish specific goals and to detect and correct errors. Pupils will implement algorithms as programs on digital devices, working with various forms of input and output. They will use sequence, selection and repetition in programs.  Convert real time data into information instantly | by Eranga Liyanage |  Medium**Data and information**  Pupils will learn how to collect, analyse, evaluate and present data and information  **INFORMATION TECHNOLOGY:**  Studying this aspect will give children the knowledge of how computers are used in society. They will also explore how computers are used to create digital artefacts such as videos, animations or 3D models.  IT Network Solutions in Vancouver | Supergeek**Computer systems and networks**  Pupils will learn about computer systems, networks and how they are used. They will learn about the opportunities for communication and collaboration offered by networks and how to use these services safely and respectfully. They will also learn about the internet and different types of hardware and software.  Media content creation stock vector. Illustration of background - 98983755**Creating media**  Pupils will learn about the design and development of digital media in different forms. They will learn how to collaborate online, evaluate online content and how to communicate, create and present content in a respectful and responsible way.  **DIGITAL LITERACY**: This is woven through the key concepts above. Pupils will learn how to…   * **operate devices** * **search and select information** * **use digital devices** **safely and responsibly** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and skills sequencing | | | | **COMPUTING** | | | |  | |  | |
|  | | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | | Y6 |
| COMPUTER SCIENCE | **Programming**  Scratch Has a Marketing Problem  Related digital media content:  Operating devices | Program a floor robot to follow a simple set of instructions. (N)  Completes a simple program on an electronic device to achieve a goal (beebots). (R) | Understand what commands are  Use commands to control a device  Choose commands to achieve a gaol  Understand that a program is a set of commands  Debug and improve programs  Know that an algorithm is a set of instructions  **Suggested TC unit – Moving a robot** | | Understand that an algorithm is a set of instructions.  Understand that computers read and follow algorithms without thought.  Make predictions about programs.  Write a program to achieve an aim.  Debug and improve programs  **Suggested TC unit – Robot Algorithms** | Understand that commands have outcomes.  Write a program from a task description.  Develop, adapt and refine a program  Develop a process for debugging.  **Suggested TC unit – Sequencing sounds** | Develop understanding in a **different environment.**  Use loops in programs.  Compare infinite loops and count- controlled loops.  Debug and improve programs  **Suggested TC unit – Repetition in shapes** | | Control a simple circuit connected to a computer.  Design write and create a program that uses selection.  Write programs including controlled loops.  **Suggested TC unit – Selection in physical computing** | | Understand what variables are.  Know how to use variables in programs.  Write a purposeful program using variables  Debug, improve and evaluate projects  Write code to control a device for a purpose  Install software onto hardware  **Suggested TC unit – Variables in games**  **Sensing movement** |
| COMPUTER SCIENCE | **Data and information**  Convert real time data into information instantly | by Eranga Liyanage |  Medium  Related digital media content:  Operating devices  Searching and selecting information | Group objects by type. (N)  Discuss data and information and understand that things can be categorised using labels. (R)  Create tally charts. (R) | Understand that objects can be labelled and grouped.  Be able to label and group objects based on properties.  Choose searches and compare groups.  Debug and improve.  **Suggested TC unit – Grouping data** | | Understand that data can be represented in pictograms and tally charts.  Be able to present and discuss data.  Draw conclusions from represented data.  **Suggested TC unit - Pictograms** | Understand that attributes can be used to refine data.  Select appropriate attributes required to find desired data.  Understand what a branching database is.  Use a branching database to sort information.  Compare branching databases/pictograms.  **Suggested TC unit – Branching databases** | Understand that data can be collected over time.  Be able to use a datalogger.  Select what data need to be collected.  Answer questions using data.  **Suggested TC unit – Data logging** | | Compare paper and computer-based databases  Explain that tools can be used to select specific data  Apply knowledge of a database to ask and answer real-world questions  **Suggested TC unit – Flat-file databases** | | Understand how spreadsheets organise data.  Manipulate data sets using spread- sheets.  Write and use formulas.  Calculate using spreadsheets.  **Suggested TC unit – An introduction to spreadsheets** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| INFORMATION TECHNOLOGY | **Computer systems and networks**  IT Network Solutions in Vancouver | Supergeek  Related digital media content:  Operating devices  Searching and selecting information  Using devices safely and responsibly | To know that a computer has a mouse and a key- board and be able to recognise them. (N).  To use a mouse to manipulate a program. (R)  To use a keyboard and understand keys represent letters and numbers. (R)  To understand that a tablet is different to a computer in some ways. (R) | Understand what technology is.  Know what technology they  have in their lives.  Be able to use a mouse and a keyboard.  Be able to open a file.  Be able to create a typed document and save it.  **Suggested TC unit – Technology around us** | Develop the understanding of where technology can be found in the world.  Be able to name the types of technology found in shops, schools and at home.  Understand why we use IT.  Understand how to use IT safely.  **Suggested TC unit – Information technology around us** | Understand how inputs and outputs work in digital technology and use this to achieve an aim.  Understand why we choose to use technology.  Understand the difference between digital and analogue outcomes.  Begin to understand how networks connect people and how they work.  **Suggested TC unit – Connecting Computers** | Understand how computers are physically connected in networks.  Start to understand the role of some of the devices in a network.  Know what the internet and WWW are and that they are different  Understand that people create web  page.  Understand that not all information on  the WWW is accurate.  **Suggested TC unit – The internet** | Understand what a digital system is.  Recognise the role of computer systems in our lives  Understand that the internet forms part of  some systems.  Develop from the understanding of the internet to understand what the WWW is.  Be able to carry out specific searches on the WWW.  Understand how search engines work.  **Suggested TC unit – Systems and Searching** | Know what an IP address is.  Know that the internet can be used to  communicate.  Understand how systems and networks  enable collaborative working.  Be able to work collaboratively online  .  Evaluate methods of online communication  Understand how to stay safe when  communicating online.  **Suggested TC unit – Communication and Collaboration** |
| INFORMATION TECHNOLOGY | **Creating media**  Media content creation stock vector. Illustration of background - 98983755  Related digital media content:  Operating devices | To independently listen to digital audio. (N)  Take photographs using a digital device. (N/R)  To record video using a digital device. (R)  To record audio. (R) | Use technology purposefully to create digital content  Select and use a range of tools  Compare digital and paper-based content  **Suggested TC unit – Digital writing** | Use technology purposefully to create digital content  Produce digital content to meet a brief  Edit and improve own pieces  **Suggested TC unit – Making music** | Select, use and combine a variety of software on a range of devices  Understand how to create and edit content using IT  Use editing tools such as copy and paste to create content.  **Suggested TC unit – Stop Frame Animation** | Select, use & combine a variety of software on a range of devices  Understand how to create and edit content using IT  Use editing tools such to create content.  Understand what input & output devices are.  **Suggested TC unit – Audio production** | Understand what makes digital content effective.  Create digital content for a specific purpose  Improve and edit work produced  **Suggested TC unit – Introduction to vector graphics** | Understand that web pages are written in HTML.  Plan a web page design.  Create a web page using software.  Use navigation paths and consider  effective links.  **Suggested TC unit – Web page creation** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| DIGITAL LITERACY | Operating devices  Searching and selecting information  Using devices safely and responsibly | Knows how to access information on a device eg: open an app, open a link, use a QR code  Knows to ask an adult if they want to go online | Uses digital technology to find information  Knows not to share personal information online | Navigates the web to complete simple searches  Knows what personal information is and why to keep it private  Can say who they would go to  for help if they were worried by something they saw online  Can choose appropriate websites and avoid sites/pop ups that are not appropriate or accurate | Searches for information on the web in different ways  Know how to access help if they are concerned about anything on social media or the internet  Knows how to use technology safely, respectfully and responsibly  Understands why passwords are used online and how to use them responsibly | Understands that not all information on the WWW is accurate.  Understand how to protect their identity online and how to report any concerns  Knows what to do if they see inappropriate content or they are contacted by someone they do not know online  Understands what cyberbullying is and know how to be a member of a respectful and positive online community | Understands how search results are selected and ranked  Know that there are rights and responsibilities in an online community or social network  Know that there are rights and responsibilities when playing a game online  Know that too much screen time isn’t healthy  Know how to stay safe when using technology to communicate with friends  Knows what to do if they see inappropriate content (including pop ups) or am contacted by someone I do not know online  Understands the importance of online security and how to create a secure password | Be able to carry out specific searches on the WWW.  Understand how search engines work.  Know some of the dangers of being ‘online’  Know how to use technology safely and positively to communicate with their friends and family  Knows how to protect private information online  Understands how to be respectful and responsible online as well as offline |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key concepts (Big Ideas) in **HISTORY** | | | | | | | | | |
| *Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how communicate their ideas orally and in writing in an appropriate historical style.*  *Pupils make progress in history by developing:*   * *their knowledge about the past (substantive knowledge)* * *their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (disciplinary knowledge)*   *These two strands are taught in combination as pupils study each unit of history.*  **Historical enquiry\***  Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves (eg: tools, ornaments, toys, household items, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.  **Chronology\***  Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.  **Community and culture**  Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.  **Conflict and disaster**  Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague.  **Exploration and invention**  Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.    **Hierarchy and power**  Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.  \*These concepts are studied in all units of history | | | | | | | | | |
| Knowledge and skills sequencing | | | **HISTORY** | | | |  | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Chronology**  Substantive knowledge about the past | Can talk about past and present events in their own lives  Use the terms past and present | Can use words and phrases like: before, after, past, present, then and now.  Can sequence events on a simple timeline | | Create a timeline using time vocabulary eg: modern, recent or specific times eg: 1960s  Can sequence events from beyond their lifetime on a timeline | Understand the difference between BC, AD, BCE and CE  Sequence key events from the period studied on a timeline | Identify today and the current study period on a timeline in relation to previous studies  Sequence 4 key events from the period studied on a timeline | | Identify today and the current study period on a timeline in relation to previous studies  Sequence 6 key events from the period studied on a timeline, including dates | Identify today and the current study period on a timeline in relation to previous studies  Sequence at least 6 key events from the period studied on a timeline, including dates |
| **Historical enquiry**  Disciplinary knowledge about historians understanding of the past is constructed from sources | Can find out about things that have happened in my life by asking questions and looking at pictures | Can ask questions from sources eg: when was this written/made? What is this object?  What was it used for? | | Can use two different sources to make inferences about the past | Understand how historians use different sources to make inferences about the past.  Can research information to answer specific historical questions.  Understands how historical artefacts can be used to build up a picture of the past.  Presents historical information in a variety of ways. | | | Understand how historians have used sources, including sources that show bias, to answer questions about the past.  Uses a range of information, including own research, to present a historical argument.  Asks thought provoking questions and can  make comparisons between periods studied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OVERVIEW OF TOPICS STUDIES AND WHEN KEY CONCEPTS ARE COVERED | | | | | | | | | | | | | | | | | |
|  | CYCLE | | EYFS | | Y1 | | | Y2 | | Y3 | | Y4 | | | Y5 | | Y6 |
| Historical contexts for learning  Pupils revisit key concepts in a systematic way, making links between key themes in different periods.  Through each unit, pupils deepen their knowledge about the past (substantive) and their understanding of how historians know about the past (disciplinary). | Cycle A | | Hull Fair  Guy Fawkes  First Moon Landings  Transition - Reflection | | **Changes within living memory**  Toys – present, parents, grandparents    **Changes beyond living memory / significant people**  Castles and Monarchs    **Historical events and people in locality:** Mary Murdoch | | | | | **Changes in Britain:**  **Stone Age to Iron Age**    **Roman Empire and impact on Britain**  Roman invasion of Britain | | | | | **Non European society**  Mayan Civilisation    **Ancient Greece**  Greek life and achievements | | |
| Cycle B | | Hull Fair  Guy Fawkes  Dinosaurs and fossils  Old and new transport | | **Historical events and people in locality:** Amy Johnson    **Events beyond living memory**  Great Fire of London    **Within living memory / Significant people:** Seaside holidays in the past /  Grace Darling | | | | | **Britain’s settlement by Anglo-Saxons**  Vikings and Anglo-Saxons    **Viking & Anglo-Saxon struggle for England**    **Local History**  Fishing & Whaling /  The Head Scarves | | | | | **Britain beyond 1066**  World War II and the Blitz in Hull    **Local History**  The Blitz in Hull    **Achievements of early civilizations**  Ancient Egypt | | |
| Knowledge and skills sequencing | | | | | | | **HISTORY** – Second Order Concepts | | | | | |  | | | | |
|  | | EYFS | | Y1 | | Y2 | | | Y3 | | Y4 | | | Y5 | | Y6 | |
| **Similarity and difference**  **Within the same time period** eg: between groups, places or societies | | I can identify and describe similarities and differences between myself and others | | I can identify things that are the same and different within a period studied, focusing on one or more of the 4 key concepts | | | | | I can describe similarities and differences within a time period in relation to groups, places or societies  Eg: how did the Roman invasion of Britain affect different groups or places?  I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts | | | | | I can explain the differences in the lives of people from different social classes, cultures, religions or race  I can undertake research in order to find similarities and differences between groups, places or societies and draw my own conclusions in relation to one or more of the 4 key concepts | | | |
| **Cause and consequence**  Analysing **why** events happened | | I can say why something happened | | I can explain why a historical event happened and what happened as a result  I can explain why an important person from history acted the way they did and what the impact of this was | | | | | I can identify and give reasons for historical events and explain the impact  I can explain how a historical event impacted on at least one of the 4 key concepts | | | | | I can explain a range of factors that caused historical events  I understand the impact of historical events in a historical period or on later periods of history. | | | |
| **Continuity and change**  Analysing the pace, type and extent of change **across time periods,** including what impact it had | | I can talk about some things that have changed during my lifetime | | I can identify things that have changed or stayed the same during my lifetime | | I can identify things that have changed or stayed the same by comparing the present with a time before I was born | | | I can explain the links between significant events  I can explain what changed and stayed the same between 2 periods of history in relation to at least one of the 4 key concepts | | | | | I can summarise the main events from a period of history, explaining the order of events and making connections between them.  I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts | | | |
| **Historical significance**  Why some events or people are deemed to be significant by historians | | I can recognise and describe special times or events for me, my friends or family | | I know about some significant people or events from before I was born  I can explain how historical events and people changed things | | | | | I am aware of some pivotal events and people in modern British history and why historians see them as significant | | | | | I understand the reasons why some events or people are deemed to be significant  I am aware of a wider range of significant people and events from my studies of British and World History | | | |

|  |
| --- |
| Key concepts (Big Ideas) in **GEOGRAPHY** |
| *Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.*  **Locational knowledge**\*  Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.  **Place knowledge**\*  Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.  **Navigation**\*  Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.  **Fieldwork**  Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.  **Human geography**  Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.  **Physical features & processes**  Pupils will develop an understanding of different physical environments in their locality and around the world.  They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.  \*These concepts are studied in all units of geography |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and skills sequencing | | | **GEOGRAPHY** | | | |  | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Locational knowledge**  Venn diagram, circle  Description automatically generated | I know the name of my street and the city I live in | I can locate Hull on a U.K map  I can name the capital city of England  I can name the 4 countries in the U.K. and locate them on a map  I can name the waters that surround the U.K. | | I can name the capital cities of England, Wales, Scotland and Northern Ireland  I can name the continents of the world and locate them on a map, globe and atlas  I can name and locate the world's oceans on a map, globe and atlas | Name and locate all countries within the U.K. and their major cities  I can recognise key human and physical characteristics of my local region and the UK eg: hills, mountains, coast, rivers and land use  I can identify the position of the Arctic and Antarctic Circles on a map  I can locate continents, oceans and major countries on a world map  I know countries are separated by borders  I can identify the Equator, Northern and Southern hemispheres on a globe | | | I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects)  I can use a map to locate the worlds countries, including the countries of Europe and North and South America  I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America  I know what longitude and latitude means and how they relate to timezones around the world | |
| **Place knowledge** | I can explore, notice and describe things in my local environment | I can describe some of the physical and human features of the environment around us  I can tell you what I like /don’t like about the place I live | | I can identify similarities and differences between where I live and a place outside Europe | I describe how some places are similar and dissimilar in relation to their human and physical features (within UK)  I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a region in South America – rainforests) | | | I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country)  I describe how some places are similar and dissimilar in relation to their human and physical features (including different climate zones, biomes etc…) | |
| **A picture containing icon  Description automatically generatedNavigation** | I can talk about where I live and how I travel to school | I know the 4 main directions on a compass  I can create a simple map (eg: the school grounds) | | I can use simple compass directions and directional language to find a location on a map  I can create a simple map of my local area and use basic symbols in a key | I can create maps and plan routes, using the 8 points of the compass, in the local area  I can use various sources to identify different locations around the world | I can use 8 points of the compass to plan a journey from my city to another place in the UK  I can use ordinance survey maps to explore the local area and identify key features | | I use Ordnance Survey symbols and 4 figure grid references  Use digital mapping technology (GIS) to trace physical features of an area.  I understand scale factor | I can use Ordnance Survey symbols and 6 figure grid references  I can read and calculate distances from a scale |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Fieldwork**  A picture containing text  Description automatically generated | I can make and records observations in the school grounds | I can use arial photographs and plan to identify the key features of my school | I can use arial photographs and plan to identify the key features and landmarks in my local area  I can identify similarities and differences between two areas and sets of data | I can follow a structure for presenting fieldwork investigations and findings  I can present findings from fieldwork using graphs/charts and explain my findings | I use different types of fieldwork to observe, measure and record the human and physical features in the local area  I can explain trends or patterns observed by making comparisons or by noting cause and consequence (from own data or from published data) | I use different types of fieldwork to observe, measure and record the human and physical features  I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge | I collect and measure information accurately (eg: rainfall, temperature, wind speed etc…)  I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence |
| **Human geography**  A picture containing text, sign  Description automatically generated | I know that some things in our world are made naturally and some things are made by people | I understand some of the ways that humans can affect the world around us  I understand how everyday actions can help reduce waste and save energy | I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop  I can describe the facilities that a village, town and city may need, and give reasons  I understand how everyday actions can help reduce waste, save energy and make the world more sustainable | I can explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers)  I can describe and explain the key features of different types of settlements and identify similarities and differences  I understand how settlements have changed over time  I can explain the importance of ports and the role they play in trade and distributing resources around the world  I understand and demonstrate some of the actions humans can take which contribute to or reduce the effects of climate change (including impact of deforestation in rainforests)  I understand the difference between renewable and non-renewable sources of energy  I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future | | I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.  I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers (link to physical geography - rivers)  I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade  I understand the concept of food miles and the impact this can have on the environment  I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment | |
| **A picture containing text  Description automatically generatedPhysical features and processes** | I can name and identify some different types of weather  I can explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc…) | I can explain how the weather changes throughout the year and name the seasons (link to Science) | I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather  I understand some of the ways the world’s climate is changing | I understand the structure of the earth and features such as tectonic plates and molten lava  I can describe and understand the key aspects of volcanoes and locate and name some of the world’s most famous volcanoes  I describe and understand the key aspects of earthquakes  I can describe and explain the key physical features of mountains  I can describe the key features of some climate zones and vegetation belts eg: rainforests  I can compare aspects of climate between the UK and a rainforest region. | | I can describe and explain the key physical features of rivers  I can explain the physical process that cause rivers to shape the land  I can explain the key aspects of the water cycle  I can describe and explain the key physical features of different climate zones, biomes and vegetation belts  I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place  I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra) | |

|  |
| --- |
| Key concepts (Big Ideas) in **ART and DESIGN** |
| *Pupils* ***theoretical knowledge*** *will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their* ***practical knowledge*** *through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils’* ***disciplinary knowledge*** *will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.*  **Knowledge of artists and designers (Disciplinary knowledge)**  A picture containing text, clipart  Description automatically generatedPupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of art work and artistic movements.  **Exploring and developing ideas (Practical knowledge)**  A picture containing text, clipart  Description automatically generatedPupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce   * **Fluency**: Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques * **Experimentation**: Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices * **Authenticity**: Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art   **Making skills: Drawing, painting, mixed media and 3D (Practical knowledge)**  Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.  A picture containing text  Description automatically generated  They will develop their knowledge of   * **Methods and techniques**, such as shading, printing or collage * **Media and materials**, including pencil, pen, paper, wire, clay and paint  * **Formal elements** of line, tone, shape, colour, form, pattern and texture   (See table overleaf)  **Evaluating (Disciplinary knowledge)**  Icon  Description automatically generatedPupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, ‘What is art?’ ‘What counts as art?’ ‘What makes an artist?’ by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art eg: looking at how different artists have represented the same theme in different ways. |

**A Summary of the component knowledge for the making skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Practical –Domains of Knowledge** | | | |  | **Formal elements of art and design** | |
| **Specialisms** | **Media and materials** | | **Methods and techniques** |  | **Visual tools that the artist uses to create a composition** | |
| **Drawing** | Graphite Pen (2b, 4b, 6b, 2h)  Eraser  Coloured pencils  Brush & Ink  Charcoal, Chalk  Oil Pastel  Soft Pastel  Crayon | | Line quality, Mark Making, hatching, cross hatching, scribble, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering, gridding, view finder, primary and secondary observation, blind drawing |  | **Line** | A line is the path left by a moving point |
|  | **Shape** | A shape is an area enclosed by a line |
| **Painting**  **A picture containing text  Description automatically generated** | Watercolour (tablet & tube)  Acrylic Gouache  Oils  Natural pigments | Papers Brushes  Palette  Palette knife Rollers Sponges | Blocking in, wet on wet, building up, dry brushing, s’graffito, washes, glazing, stippling, dabbing |  | **Form** | Form is a 3D shape such as a sphere, cube or cone.  Shapes within an object (such as a face) can be used to describe the form. |
|  | **Tone** | Tone means the lightness and darkness of something.  Tints and shades describe the tone.  Tints are colours where a hue (colour such as red, blue, green, etc) is added to white.  Shades are where black is added to a hue (colour such as red, blue, green, etc). |
|  | **Colour** | Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple  Complimentary colours: two colours next to each other on the colour wheel (e.g. red and orange).  Composite or contrasting colours are directly opposite on the colour wheel (e.g. red and green. Red does not have any traces of green in it and vice versa). |
| **Sculpture** | Clay  Card & cardboard  Plaster | | Cutting, sticking, moulding, pinching, pulling, slipping and scoring, rolling, slab building, tearing, layering, bending, imprinting, |  | **Texture** | Texture is the surface quality of something, the way something feels or looks like it feels |
|  | **Pattern** | A pattern is the design that is created by repeating other formal elements eg: line, shape, colours |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and skills sequencing | | | ART and DESIGN | | | |  | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Knowledge of artists and designers**  (Disciplinary knowledge)  A picture containing text, clipart  Description automatically generated | To be able to give simple opinions about the work of an artist or designer, saying what I like or dislike about the work or elements of the work (e.g. the colour, subject matter, etc) | To be able to give my opinion about the work of other artists, saying what I like or dislike about the work or elements of the work, with a reason why | | To be able to recognise some of the styles of artists and designers and use these ideas to inform my own work (e.g. the use of block colour in work from the Pop Art movement) | To be able to appraise work of artists and designers  To be able to show how artists’ and designers’ work has influenced my own practice (e.g. the subject matter, application of technique or style of artwork) | To show that I am familiar with the work of significant artists throughout history and am able to link my work to them  To be able to explain the historical or cultural significance of the work of a chosen artist or art form | | To be able to identify the influences and inspiration of great artists and designers through research presented in sketchbooks.  To be able to identify techniques used by great artists and designers and apply this in their own work.  To be able to critically analyse the work of artists throughout history  To be able to explain how an idea or theme has been communicated through different forms and styles (for example, how climate change has been addressed through sculptural pieces and through photography) | |
| **Exploring and developing ideas**  (Practical knowledge)  A picture containing text, clipart  Description automatically generated | To be able to safely use a variety of materials and tools to create my own artwork (e.g. sitting when cutting and holding scissors safely).  To be able to explore a variety of materials, tools and techniques to create my own artwork (such as pencils, paints and clay, etc.) | To be able to create a piece of art from either imagination or as a response to an experience  To be able to select appropriate tools and materials to create artwork (including making decisions about suitable sized paint brushes, etc.)  To be able to explain my reasons for my choice of tools and materials to create artwork (e.g. “I have used a small brush because… | | To be able to develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences  To take inspiration from an artist to develop my own artwork (e.g. use of technique, material, subject matter or style of artwork)  To take risks to discover what happens when I work creatively (e.g. “What would happen if I use the pencil on the side?” | To be able to talk about my artistic intention for the creative decisions that I make (e.g. I wanted the drawing to look three dimensional so I used light and dark tones to help create depth)  To be able to identify how I want my audience to feel or think about the work and the ideas that I develop throughout my creative journey (e.g. I wanted my audience to think that the shape was coming out of the page so I used tone to show 3D)  To be able to take risks with different materials to discover what happens when I work creatively  To show an understanding of geometry and proportion in my drawing.  To use sketchbooks to document observations, record my thought about my work and refine my ideas. | | | To be able to investigate different starting points for my work and choose which ideas to develop further  To select different tools and media to develop my ideas  To explain how I am developing and refining ideas using language appropriate to the chosen style of art  To record thoughts and ideas in a sketchbook through visual experiments and observations from primary and secondary sources, with some annotations.  To be able to develop and refine techniques in a sketchbook, including some annotations  To be able to use a sketchbook to record experiments with media and to try out new techniques and processes that can be transferred to larger scale pieces | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Making skills:**  **Drawing**  (Practical knowledge) | To be able to explore mark making through effective use and hold of drawing tools such as pencils, chalk and crayons. | To explore mark making through experimentation with drawing lines (such as thick, thin, scribbled and controlled) | | To be able to identify and demonstrate drawing techniques.  To develop control with different drawing materials (eg: pressure/speed) | To be able to develop drawing techniques using different media, including graded pencils, charcoal and chalk.  To be able to draw from direct observation, using primary sources. | | | To identify and apply my knowledge of a range of methods and techniques to communicate my ideas through drawing (eg: previously taught shading, compositional and observational techniques)  I can draw using precision, perspective and detail to create work in a range of scales (including 1:1, A5 and A3+). | |
| **Making skills:**  **Painting**  (Practical knowledge)  A picture containing text  Description automatically generated | To identify and select colours to use in a painting.  To experiment with mixing colours for a painting.  To explore patterns, shapes and pictures using paints | To be able to identify primary and secondary colours.  To be able to mix secondary colours by mixing 2 primary colours.  To be able to develop skill and control when using paint (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job) | | | To be able to use some different media and materials, such as natural pigments to create colour, to paint with  To be able to control brush strokes when painting (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job)  To create tints and shades with paint. | | | I can use and apply my knowledge of a range of methods and techniques to communicate my ideas through paint  I can apply tonal techniques and more complex colour theory to my own work (for example, making decisions about complimentary and contrasting colours in my work). | |
| **Making skills:**  **Mixed media and sculpture**  (Practical knowledge) | I can explore using different materials to create texture  To be able to explore different materials to create shape. | I can use a range of materials and appropriate tools (such as printing, clay and collage) to create form / pattern and/or texture | | | To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe form / create pattern / describe texture or communicate ideas | | | To be able to apply my knowledge of a range of skills and techniques to communicate my ideas in 2D and 3D forms. | |
| **Evaluating**  (Disciplinary knowledge)  Icon  Description automatically generated | I can say what I like or don’t like about my artwork | I can describe some of the art and design techniques I have used in my work  I can talk about the features in a piece of artwork, including my own and what I might change in my own work | | I can talk in more detail about the techniques and materials used in my own work and the work of others  I can describe how I changed or adapted my work for a specific purpose | I can compare ideas, methods and approaches used in my own artwork and the work of others  I can use appropriate vocabulary to talk about details of the work | | | I can explain how an idea or theme has been represented in different ways through art  I can use language specific to a range of techniques to evaluate my own work and the work of other artists | |
| Knowledge and skills sequencing | | | **ART and DESIGN** – The Formal Elements (Taught through the units above) | | | | | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Line** | I can hold and use a pencil, pen, etc effectively | I can hold and use a drawing tool in experimental ways to draw a range of lines.  I can use appropriate language to describe lines | | I can draw lines with increased skill and confidence  I can use line for expression when drawing portraits | I can express and describe organic and geometric forms through different types of line | I can demonstrate scale and proportion when drawing  e.g. use the basic body proportion technique  I can analyse and describe how artists use line in their work | | I can create a detailed observational drawing demonstrating scale and proportion  I apply expression with line using techniques I have learned | I can demonstrate a range of sketching techniques  I demonstrate greater control when using lines  I study and apply the line techniques of other artists |
| **Shape** | I can identify, describe and use simple shapes including those from the natural world for a purpose | I can identify, describe and use shape to inform composition in my work. | | I can identify shapes made by light and dark areas within the subject and show these in my work. | I can identify, draw and label shapes within images and objects, from direct observation.  I can create and form shapes from 3D materials | I can create geometric compositions using mathematical shapes  I can analyse the use of shape in artists’ work | | I can compose original designs by adapting and synthesising the work of others  I can analyse and evaluate artists’ use of shape | I can fluently sketch key shapes and objects when drawing  I can create abstract compositions using knowledge of other artists’ work |
| **Form** | I can explore materials and joining techniques | I can create a simple form through making sculpture  I can use simple language to describe form and space | | I can identify form in a subject and represent this in a range of materials, including drawing, painting and sculpture. | I can further develop my ability to describe a 3D form in a range of materials, including drawing | I can analyse and describe how artists use and apply form in their work | | I can extend my ability to describe and model form in 3D using a range of materials | I can express and articulate an idea through sculpture  I can analyse how artists use form to communicate ideas |
| **Tone** | I can identify light and dark colours.  I can compare light and dark colours. | I can identify light, mid and dark tones in my own and others’ work. | | I can create light, mid and dark tones in drawing and painting.  I am starting to apply light, mid and dark tones in my work. | I can use simple shading rules to develop light, mid and dark tones.  I can create tone in the style of significant artists in a range of media, including drawing and painting. | I can use a variety of tones to create different effects  I can understand tone in more depth to create 3D effects  I can analyse and describe the use of tone in artists’ work | | I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists’ use of tone | I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques |
| **Colour** | I can name and choose colours for a specific purpose | I can mix the primary colours and know how to mix them to create secondary colours | | I can mix, apply and refine and describe colour mixing for purpose using wet and dry media  I can create shades of a colour and choose and justify colours for purpose (for example, I need to add more black to make this shade darker) | I can create tints and shades of a colour and justify colour for purpose (eg, I need to add white to this colour to make a lighter tint).  I can use aspects of colour such as tints and shades for different purposes (eg, to show where the light source is coming from) | I can analyse and describe colour and painting techniques in artists work  I can manipulate colour for print | | I can select and mix colours to depict thoughts and feelings | I can mix and apply colours to represent still life objects from observations  I can use my detailed knowledge of colour to communicate ideas and emotions in my artwork |
| **Texture** | I can investigate materials including those in the natural world | I can use experiment with materials to create textures | | I can describe different textures  I can select appropriate materials to create textures | I can analyse and describe texture with artists’ work  I can experiment with materials to create textures to describe the subject. | I can use a range of materials to express different texture for effect | | I can develop an understanding of texture through practical making activities | I understand how artists manipulate materials to create texture |
| **Pattern** | I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc) | I can understand patterns in nature and design and make patterns in a range of materials | | I can demonstrate a range of techniques to make repeating and non-repeating patterns  I can identify natural and man-made patterns and create patterns of my own | I can construct a variety of patterns through craft materials to further develop my understanding of pattern | I can create original designs for patterns using geometric repeating shapes  I can analyse and describe how other artists’ use pattern | | I can construct patterns through various methods | I can represent feelings and emotions through patterns  I can create sophisticated artwork using my knowledge of pattern |

|  |
| --- |
| Key concepts (Big Ideas) in **Design and Technology** |
| *Pupils will become increasingly competent in designing, making and evaluating products. They will investigate how design has been used to solve problems and create products and structures in the real world, including the techniques used by designers to improve looks and functionality. They will have the opportunity to design their own products in response to design briefs, learn and experiment with a range of techniques before making and evaluating products.*  **Each unit of work will be based on the following teaching sequence.**  The technical knowledge will be specific to the key concepts outlined below  **Mechanics**  Icon  Description automatically generatedPupils will gain an understanding of how different mechanisms work, evaluate products with different mechanisms and design and make working products to fit a design brief. They will gain the technical knowledge needed to make different mechanisms work effectively.  **Textiles**  Shape  Description automatically generated with low confidencePupils will gain the technical knowledge needed to work with textiles such as stitching, sewing and threading. They will study textile designs and how to make products which are practical as well as stylish and then apply this learning to their own designs and products.  Logo  Description automatically generated**Structures**  Pupils will learn the technical knowledge used by designers to make structures which are strong and stable. They will learn and apply strengthening techniques, explore the benefits of different shapes and materials and apply this to their own designs and products.  **Electric and digital**  Icon  Description automatically generated with medium confidencePupils will learn how electronics and digital technologies are used when designing and creating products. They will gain the technical knowledge needed to programme devises and to make use of electric circuits including switches to power and control a product.  **Cooking and nutrition**  Icon  Description automatically generatedPupils will learn where food comes from and how nutritional information can be used to plan a balanced and healthy diet. They will also learn techniques needed to prepare and cook food safely and design dishes and meals for specific purposes. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Design Technology Key Concepts Mapping** | | | |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| Year 1/2  Cycle A | **Mechanisms:**  Fair ground wheel | **Textiles:**  Puppets | **Food:**  A balanced diet |
| Year 1/2  Cycle B | **Structures:**  Windmills | **Mechanisms:**  Moving story book | **Food:**  Fruit and vegetables |
| Year 3/4  Cycle A | **Mechanisms:**  Pneumatic toys | **Food:**  Adapting a recipe | **Structures:**  Constructing a castle |
| Year 3/4  Cycle B | **Digital world:**  Electronic charm | **Electrical systems:**  Torches | **Textiles:**  Cushions |
| Year 5/6  Cycle A | **Structures:**  Bridges | **Electrical systems:**  Doodlers | **Food:**  What could be healthier? |
| Year 5/6  Cycle B | **Mechanisms**  Pop up books | **Textiles:**  Stuffed toys | **Digital world:**  Monitoring devices |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and skills sequencing | | | **DESIGN AND TECHNOLOGY** | | | | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Mechanics**  Icon  Description automatically generated  Appraise and analyse  Technical knowledge  Practice  Generate ideas and design  Design and make  Evaluate |  | To appraise and analyse mechanisms in existing products (moving story book/fairground wheel)  To identify how mechanisms work in existing products e.g. sliders/levers and wheels and axels.  To be able to make prototype mechanisms.  To create a product which includes sliders and levers/wheels and axels.  To design using pictures and labels.  To evaluate my product against function. | | | To analyse pneumatic systems in existing products to understand how they are used to create movement.  To understand how pneumatic mechanisms work.  To produce a mechanical prototype-pneumatic system.  To select appropriate materials to produce a mechanical product-pneumatic toy.  To design a product which makes use of a pneumatic mechanism.  To evaluate my product and identify ways to improve my design. | | To appraise and analyse a range of existing products to identify and explore the different mechanisms used (pop up books)  To gain an understanding of how the different mechanisms work and the materials and techniques required.  To use a range of materials, tools and equipment to create a prototype, selecting different mechanisms to create the movement required.  To use a range of materials, tools and techniques to make a product.  To design a product that meets a design brief.  To evaluate the end product against the design brief and consider the views of others to improve their work. | |
| **Textiles**  Shape  Description automatically generated with low confidence  Appraise and analyse  Technical knowledge  Practice  Generate ideas and design  Design and make  Evaluate |  | To appraise and analyse a selection of puppets.  To identify techniques used to create a puppet (stapling, gluing, sewing, threading etc).  To practise a range techniques used to make a puppet to create a prototype (stapling, gluing etc).  To design a product using pictures and words.  To use a range of tools and materials to create a finished product.  To evaluate an end product in terms of aesthetics – puppet. | | | To research a design concept or range of products and appraise them, including the use of different stitches and techniques.  To understand how to use different stitches including running stich and cross stitch.  To practise skills identified to develop a design of my own.  To generate and develop ideas using exploding diagrams to design a product.  To be able to think ahead about the order of my work, select tools needed for a given task and give reasons for my choices.  To be able to evaluate a finished product against a design brief. | | To appraise and analyse an existing product commenting on design features.  To understand how pattern pieces are used to make an end product.  To experiment with pattern pieces to create a prototype.  To design a product using pattern pieces to meet a design brief.  To use pattern pieces, appropriate materials and tools to create an end product.  To evaluate a product on appearance and function against an original design criteria and justify decisions made in the design and making process. | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Structures**  Logo  Description automatically generated  Appraise and analyse  Technical knowledge  Practice  Generate ideas and design  Design and make  Evaluate |  | To appraise and analyse how a structure is made, including strengthening techniques.  To understand that the shape of materials can be changed to improve the strength of structures.  To practise making stable structures.  To design a structure using pictures and words based on a design criteria.  To make and join together a stable structure with functioning parts (turbines).  To evaluate my structure in terms of design. | | | To research castle structures and consider how they were designed to defend.  To understand the techniques needed to build a model structure, including suitable materials, joining and strengthening techniques.  To explore suitable materials to create a strong and stable structure.  To generate ideas and design a structure which is strong and stable and includes defensive strategies from research.  To use appropriate tools and construction materials to make a structure.  To evaluate my structure and suggest ways for improvement. | | To analyse structural designs in terms of functionality, aesthetics and materials.  To understand different methods of strengthening bridges.  To practise a range of structural designs to create bridges which can stand and support weight.  To generate ideas and design a structure (bridge) demonstrating my design from different perspectives.  To use a range of appropriate tools competently and I can join and combine a range of materials competently.  To evaluate a product on appearance and function against an original design criteria and justify decisions made in the design and making process. | |
| **Electric and digital**  Icon  Description automatically generated with medium confidence  Appraise and analyse  Technical knowledge  Practice  Generate ideas and design  Design and make  Evaluate |  |  | |  | **Digital**  To research and appraise smart wearables and the impact of the digital revolution in the world of product design.  To learn how to write a program in initiate a flashing LED panel.  To learn how to use CAD to make a display badge.  To design a smart wearable and pouch for an eCharm.  To use Micro:bit and CAD to program a flashing LED panel and design a pouch.  To evaluate virtual model against the design requirements. | | **Digital**  To explain what a monitoring device is and how they are used in every day life  To learn how to use Makecode to program a monitoring device  To learn how to use TinkerCAD to make a prototype for a housing unit  To design a monitoring device and housing unit for a temperature monitor.  To use Microbit and TinkerCAD to program a monitoring device and design a housing unit  To evaluate virtual model against own design criteria and consider the views of others to improve their work | |
| **Electrical**  To appraise and analyse a range of torches and comment on their features.  To learn about electrical items and how they work  To learn how a switch controls the flow of an electric current  To design a torch based on a user profile  To make a torch based on a user profile  To evaluate my torch and identify any improvements that could be made. | | **Electrical**  To appraise and analyse a range of motorised products to understand how they are used, including a doodler.  To create a range of electrical circuits and identify their components, including a motor.  To practise using a range of tools and techniques to create part of a product.  To generate ideas and design a product that meets the design brief.  To use a range of tools and techniques to make a product.  To evaluate their ideas and products against their own design criteria and consider the views of their target audience to improve their work | |
| **Cooking and nutrition**  Icon  Description automatically generated  Appraise and analyse  Technical knowledge  Practice  Generate ideas and design  Design and make  Evaluate |  | To identify where our fruit and vegetables come from and identify foods from different food groups to make a healthy product (smoothie/healthy wrap).  To identify different techniques used to prepare and create a healthy product.  To practise a range of different techniques to prepare and create a healthy product (mushing, chopping, blending, peeling, grating, spreading, cooking)  To design a healthy product using simple drawings and labels including food groups.  To use a range of technical knowledge to create a product (mushing, chopping, peeling, grating, spreading, cooking, blending).  To evaluate their healthy product in terms of design and taste. | | | To appraise and evaluate a range of existing products.  To identify techniques used and to write a method to create an existing product.  To practise a range of different techniques to prepare and create a seasonal product (grating, chopping, slicing, rolling, folding, pinching, egg washing).  To design a seasonal dish using exploded diagrams.  To use a wider range of technical skills and tools to create a finished product.  To evaluate their finished product against their original design and a design criteria. | | To appraise and analyse Bolognese sauces and compare nutritional values.  To identify how a range of cooking techniques can be used to create a healthy and balanced dish.  To practise a range of different cooking techniques to decide which is the most appropriate.  To work collaboratively to design a healthy dish.  To competently use a range of tools and cooking methods to prepare a healthy and nutritional sauce.  To evaluate their finished product against their original design, a design criteria and consider the views of others. | |
| Key concepts (Big Ideas) in **MUSIC** | | | | | | | | |
| *The music curriculum is taught progressively through three interrelated pillars:*   * ***Technical***   + *Competence in controlling sound (instrumental, vocal or with music technology)*   + *Use of a communication system, such as staff notation or guitar tab* * ***Constructive***   + *Knowledge of the musical elements in* ***performing, composition*** *and* ***listening***   + *Knowledge of the components of composition* * ***Expressive***   + *Musical quality in a performance*   + *Musical creativity*   + *Knowledge of musical meaning and culture across the world and through time*   The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:  See the source image**Singing**  Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group  **Listening**  See the source imagePupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence  **Composing**  See the source imagePupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non-standard notation. They will apply their knowledge of musical elements and the components of composition to express their ideas.  See the source image**Performing**  Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.  See the source image**Musicianship**  Pupils will learn to understand and use the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and skills sequencing | | | **MUSIC** | | | |  | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **TECHNICAL**  **PERFORMING**  **EXPRESSIVE**  **Singing**  See the source image | Learn and sing entire songs, both new and familiar  Sing the pitch of a tone sung by another person.  Create their own songs, or improvise a song around one they know.  Sing in a group or on their own matching the pitch and following the melody. | Sing simple songs, chants and rhymes from memory  Sing a wide range of call and response songs, controlling vocal pitch and matching the pitch heard with accuracy  Sing songs regular with a pitch range of ‘do-so’ with increasing vocal control  Sing songs with increasingly accurate pitch, responding to simple visual directions and counting in  Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to directions/symbols | | | Sing a broad range of unison songs with the range of an octave, pitching the voice accurately and controlling dynamics  Perform actions confidently and in time to a range of action songs  Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes  Sing rounds and partner songs in different time signatures (2, 3 and 4 time)  Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony  Perform a range of songs to an audience (eg: production, church service, assembly) | | | Sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance  Sing a broad range of songs, including those with syncopated rhythms or harmony  Sing three and four part rounds or partner songs, developing balance between parts and vocal independence  Perform a range of songs to an audience (eg: production, church service, assembly) | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **CONSTRUCTIVE**  **Listening**  See the source image | Explore and learn how sounds can be changed.  Listen attentively and talk about music, expressing some feelings and responses.  Talk about changes and patterns in a piece of music.  Explore moving in a range of ways and create own movement patterns.  Watch and talk about a performance and express their feelings. | Move and dance with the music confidently  Talk about how the song makes you feel  Find different steady beats  Describe tempo as fast or slow  Describe dynamics as loud and quiet  Join in sections of the song eg. chorus / call and response  Begin to understand about different styles of music  Recognise some band and orchestral instruments  Start to talk about where music might fit into the world | | Respond when listening to music by sharing thoughts and feelings or creating actions / movements  Identify some instruments you can hear playing  Talk about the words and meaning of songs  Identify steady beat and 2/4, 3/4, and 4/4 metre  Identify the tempo as fast, slow, or steady  Discuss the structures of songs  Identify:  - Call and response  - A solo vocal or instrumental line  - A change in texture  - Articulation on certain words  Explain what a main theme is and identify when it is repeated  Identify major and minor tonality  Recognise the sound and notes of the pentatonic scale  Describe legato and staccato  Recognise the different musical styles and any important musical features that distinguish the style | | Recall by ear memorable phrases heard in the music  Recognise the sound and notes of the pentatonic and blues scales by ear and from notation  Talk about feelings created by the song and justify a personal opinion with reference to musical concepts  Identify beat and different time signatures with greater confidence eg: 2/4, 4/4, 3/4, 6/8    Identify the musical style of a wide range of pieces of music (Western classical, modern popular, music from around the world) using some musical vocabulary to discuss its musical concepts  Identify the wider range of instruments by ear and through a range of media  Discuss the structure of music eg: with reference to verse, chorus, bridge and an instrumental break  Identify major and minor tonality, triads I, IV and V, and intervals within a major scale  Explain the role of a main theme in musical structure | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **CONSTRUCTIVE**  **TECHNICAL**  **EXPRESSIVE**  **Composing**  See the source image | Explore making sounds with a variety of resources.  Tap out a steady beat and rhythm.  Move in time to music and respond to changes.  Create own music and sounds with instruments and sound makers.  Make music in a range of ways. | Understand the difference between a rhythm pattern and pitch pattern  Invent, retain and recall rhythm and pitch patterns and perform these for others  Explore and invent own symbols.  Create music in response to a non-musical stimulus (eg: storm, car race, rocket launch)  Improvise simple vocal chants or question and answer phases to be sung or played in pairs, to create a musical conversation  Use graphic symbols, and simple dot notation and stick notation as appropriate to keep a record of composed pieces  Use music technology to capture, change and combine sounds | | Become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range  Structure musical ideas (eg: echo or question & answer phrases) to create music with a beginning, middle and end  Combine known rhythmic notation with letter names to create short pentatonic phrases.  Arrange notation cards of known note values to create sequences of 2, 3 or 4 beat phases arranged into bars  Explore developing knowledge of musical components by composing music in response to different stimuli or to create a specific mood eg: to accompany a film clip  Use major and minor chords  Include instruments from whole class teaching (widening opportunities) to expand scope and range of sounds available for composition  Capture and record creative ideas using graphic symbols, rhythm or staff notation or technology | | Experiment with a wider range of dynamics through improvisation and composition work  Compose melodies made from phrases in a given key eg: C major or A minor  Capture and record creative ideas using graphic symbols, rhythm or staff notation, time signatures or technology  Improvisation in small groups to:  - Create music with multiple sections that include contrast and repetition  - Use chord changes in improvised sequences  - Extend improvised melodies beyond 8 beats over a groove  Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale  Play on tuned percussion or melodic instruments and notate melody  Enhance melodies with rhythmic or chordal accompaniment  Compose a piece in ternary form (ABA), use music software/apps to create and record it, discussing how musical contrasts are achieved | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **CONSTRUCTIVE**  **EXPRESSIVE**  **Performing**  See the source image | Explore and engage in music making and dance.  Sing songs solo or as a part of a group.  Create own dances and movement to music.  Perform songs/dances to an audience. | Communicate the meaning of the song when performing    Play some simple instrumental parts  Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence  Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance  Understand the difference between rehearsing a song and performing it | | Use listening skills to correctly order phrases using dot notation  Develop skills and proficiency in the basic skills of a selected musical instrument over a sustained learning period (widening opportunities through music hub)  Play and perform melodies following staff notation using small range as a class or in groups  Perform in two or more parts (eg: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching  Copy short melodic phrases including those using the pentatonic scale  Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately | | Play melodies on tuned percussion, melodic instruments or keyboards following staff notation within an octave range  Perform a range of repertoire pieces and arrangements combining acoustic instruments to form ensembles  Develop skills in playing by ear on tuned instruments, copying phrases and melodies  Make decisions about dynamic range when performing  Accompany a melody using block chords or a bass line  Engage with others through ensemble playing taking on melody or accompaniment roles  Further develop the skills to read and perform a four-bar phrase from notation, identifying note names and durations  Read and play from rhythm notation in up to four parts | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **TECHNICAL KNOWLEDGE**  **Musicianship**  See the source image |  | Use body percussion, instruments and voices  Use the key centres of: C major, G major, A minor  Copy back simple rhythmic patterns using long and short    Copy back simple melodic patterns using high and low | | (Build this knowledge across 2 years)  Recognise clef, stave, lines and spaces  Understand the differences between minims, crotchets, paired quavers and rests  Use the key centres of: C major, F major, G major, A minor  Use the time signatures of: 2/4, 3/4, 4/4  Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation    Copy back melodic patterns (building up) using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC | | ( Build this knowledge across 2 years)  Use the key centres of: C major, F major, G major, D major, A minor, D minor  Understand how triads are formed and play on tuned percussion, melodic instruments or keyboards.  Understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests  Use the time signatures of: 2/4, 3/4, 4/4, and 6/8  Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation  Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB♭CDE, GABCDEF♯, DEF♯GABC♯, ABCDEFG | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key concepts (Big Ideas) in **Physical Education** | | | | | | | | | | |
| *Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.*  *Through different units of work we develop:*   * ***Motor competence****: developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities* * ***Rules, strategies and tactics****: these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy* * ***Healthy participation****: the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups*   *They will develop their abilities in* ***performance*** *by using their knowledge of motor competence. They will develop their* ***creativity*** *by exploring and experimenting with techniques and tactics and learn how to* ***evaluate*** *and analyse games and performances.*  **In all units of work, pupils will be taught**   * **Declarative knowledge** eg: knowing how to perform movements or actions, knowing rules, strategies and tactics for the activity * **Procedural knowledge** eg:knowing how to apply their knowledge to sequences, routines or games   **Athletics**  Shape  Description automatically generated with low confidencePupils will develop increasing competence in the techniques of running, jumping, throwing and catching.  **Dance and movement**  Icon  Description automatically generatedPupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance.  **Gymnastics**  Action, artistic, double leg, gymnast, gymnastics, leg, pommel horsePupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control. They will gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.  **Team games**  Shape  Description automatically generated with low confidencePupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attaching and defending in a variety of team games, including competitive games. They will take part in **striking and fielding games** such as cricket and rounders, **invasion games** such as football, netball and hockey, and **net & wall games** such as tennis, badminton and table tennis).  **Outdoor adventurous activities**  Sport, orienteering, map, running, holding, finding, locationPupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.  **Swimming**  Shape  Description automatically generated with low confidencePupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres. | | | | | | | | | | |
| Knowledge and skills sequencing | | | | **PHYSICAL EDUCATION** | | | |  | | |
|  | | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Athletics**  Shape  Description automatically generated with low confidence  Motor competence  Rules, strategies and tactics | | To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing | To be able to move by running and jumping with control and care  To be able to explore throwing and catching using a range of techniques | | To master basic throwing and catching.  To master basic running and jumping | To show control, accuracy and coordination within running and jumping movements at different speeds  To be able to take part in a relay, remembering when to run and how to work within a team | To be able to run over a long distance and sprint a short distance and understand the different techniques needed  To be able to throw in different ways and hit a target  To be able to jump in different ways  To know the rules and tactics needed for different athletic activities | | To be able to control my body when taking off and landing  To be able to throw with accuracy  To know the rules and tactics needed for a wider range of athletic activities | To be able to combine a range of running, jumping, throwing and catching techniques with control.  To know the rules and tactics needed for a wider range of athletic activities |
| **Dance and movement**  Icon  Description automatically generated  Motor competence  Rules, strategies and tactics | | To progress towards a more fluent style of moving, with developing control and grace | To be able to copy, learn and perform some dance moves | | To be able to change rhythm, speed, level and direction in my dance  To be able dance with some control and coordination  To be able to perform dances using simple movement patterns | To be able to improvise freely and translate ideas from a stimulus into movement  To be able to share and create phrases with a partner and small group  To be able to repeat, remember and perform phrases | To be able to use dance to communicate an idea through a range of movements and patterns | | To be able to perform a dance which shows clarity, fluency, accuracy and consistency  To be able to perform to an accompaniment  To be able to compose my own dances in a creative ways | To be able to develop sequences in a specific style  To be able to perform dances using simple movement patterns  To be able to choose my own music and style |
|  | | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Team Games**  Shape  Description automatically generated with low confidence  **Team Games**  (Cont..)  Shape  Description automatically generated with low confidence | **(Striking and fielding)**  Motor competence  Rules, strategies and tactics | To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming | To be able to move and stop safely  To be able to throw underarm  To begin to catch more consistently  To be able to strike with a racket or bat | | To be able to send and receive  To be able to decide the best space to be in during a game  To be able to follow rules  To use hand-eye coordination to control a ball  To be able to catch a variety of objects | To be able to throw and catch with control  To be aware of space and use it to support team-mates and to cause problems for the opposition  To know and use rules fairly | To be able to catch with one hand  To be able to hit, bowl, throw and catch with increasing accuracy  To be able to vary my tactics and adapt my skills depending on what is happening in a game | | To be able to hit, throw, bowl and catch accurately and with control  To be able to use a range of techniques when fielding | To be able to use a range of techniques with confidence and skill in a game situation  To be able to play competitive games to agreed rules  To be able to explain rules to others  To be able to communicate a plan to my team |
| **(Invasion)**  Motor competence  Rules, strategies and tactics | To be able to combine different movements with ease and fluency | To be able to move and stop safely  To be able to throw and kick in different ways  To be able to stop a ball | | To be able to throw, hit or kick a ball with increasing accuracy  To be able to decide the best space to be in during a game  To be able to use tactics in a game when attacking and defending  To be able to follow rules | To be able to throw, hit or kick a ball with accuracy  To be aware of space and use it to support team-mates and to cause problems for the opposition  To know and use rules fairly | To be able to pass, throw and catch accurately with control  To be able to keep possession of the ball  To be able to vary my tactics and adapt my skills depending on what is happening in a game | | To be able to pass in different ways  To be able to choose a tactic for defending and attacking  To be able to use a number of techniques to pass, dribble and shoot  To be able to gain possession by working as part of a team | To be able to use a number of techniques to pass, dribble and shoot with control and accuracy  To be able to apply basic principles suitable for attacking and defending  To be able to play competitive games to agreed rules  To be able to explain rules to others  To be able to communicate a plan to my team |
| **(Net / Wall)**  Motor competence  Rules, strategies and tactics |  |  | |  | To be able to throw and catch with control  To be able to serve underarm  To be able to build up a rally | To be able to play a variety of shots  To demonstrate and use the correct grip on a racket  To develop greater accuracy of strokes  To know the rules for a net game | | To develop techniques for ground strokes and volleys  To develop a backhand technique and use it in a game  To be able to serve overarm  To know when to use different shots | To use good hand/eye co-ordination when playing and serving  To know where a shot should be aimed and show increasing accuracy  To use different shots in a game situation to outwit an opponent |
|  | | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Gymnastics**  Action, artistic, double leg, gymnast, gymnastics, leg, pommel horse  Motor competence  Rules, strategies and tactics | | To develop overall body-strength, balance, co-ordination and agility | To be able to make my body curled, tense, stretched and relaxed  To be able to control my body when travelling and balancing in different ways | | To be able to use balance, agility and coordination in a range of activities  To be able to plan and perform a sequence of coordinated movements including a balance | To be able to explain how strength and suppleness affect performance  To be able to compare and contrast gymnastic sequences  To adapt sequences to suit different types of apparatus and criteria | To include change of speed and direction with control  To include a range of shapes in a sequence  To be able to work with a partner to create, repeat and improve a sequence with at least three phases | | To combine action, balance and shape  To perform consistently to different audiences  To be able to make complex extended sequences | To be able to demonstrate flexibility, strength, control and balance in a sequence of movements  To develop technical sequences in a specific style |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Outdoor adventurous activities**  Sport, orienteering, map, running, holding, finding, location  Motor competence  Rules, strategies and tactics |  |  |  | To be able to follow a map in a familiar context  To be able to use clues to follow a route safely | To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others  To be able to follow a route within a time limit | To confidently orientate myself and others to solve problems in unfamiliar environments  Follow a map into an unknown location  Use clues and a compass to navigate a route | To be able to plan route and a series of clues for someone else  To be able to take part in outdoor and adventurous activity challenges both individually and in a team |
| Shape  Description automatically generated with low confidence**Swimming** |  |  |  | To be able to use a range of strokes effectively  To perform safe self-rescue in different water based situations  To swim competently, confidently and proficiently over a distance of at least 25m | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sports Science Sequencing | | | | **PHYSICAL EDUCATION** | | | | |
|  | EYFS | Y1 | Y2 | | Y3 | Y4 | Y5 | Y6 |
| **Sports Science**  Motor competence  Rules, strategies and tactics  Healthy Participation |  | To know why moving my body is an important part of being healthy | To know the importance of a warm up  To explain the benefits a warm up has on our body | | To take a pulse rate reading before and after exercise and see the impact exercise has on it    To explain why heart rates increase after exercise  To appreciate that being active is part of being healthy both physically and mentally | To explain how a warm up prepares and protects our body during physical activity (aerobic exercise to increase heart rate and warm muscles, then how to stretch safely to ensure muscle damage doesn’t occur)    To understand that being healthy physically and mentally relies on diet and physical activity | To know the names, locations and usage for some of the main muscles in the body (biceps, triceps, quadriceps, hamstring)  To begin to understand how muscles work in pairs to allow us to move. | To identify the bodies 5 major muscle groups and their names  (chest, back, arms and shoulders, abdominals, legs and buttocks)  To understand that having a healthy, active lifestyle impacts our mental health (exercise releases endorphins which reduce chance of depression and anxiety. Improve self-esteem. Regulate appetite  Provide an enhanced immune response)  To understand the short and long term effects physical exercise has on the body and mental health |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key concepts (Big Ideas) in **PSHE** | | | | | | | | | | |
| *Pupils will develop the fundamental personal, social, health and emotional skills needed to underpin their development as people and enable them to thrive in society. Throughout the PSHE curriculum, Pupils will build a ‘toolkit’ to enable them to understand the ever changing world around them, understand how to keep themselves safe and healthy, form positive relationships, develop tolerance and understanding for others, understand their feelings, emotions and changes happening to their bodies and facilitate them to develop their own positive mental health. Within PSHE, pupils will also develop an understanding of British Values and the Protected Characteristics.*  **Being me in my world**  1Pupils will develop an understanding of children’s rights. They will learn that with rights, come responsibilities, rules and consequences. They will learn how to articulate their emotions and understand that all emotions are valid. Pupils will learn that their views are important and see how their views link to living in a democratic society and further, how their actions and personal choices can have an affect locally, within their school community and globally.  **Celebrating difference**  2Pupils will develop and understanding how our differences make us unique and special. They will focus more in depth on naming emotions and using this to manage conflict. Pupils will learn how to be understanding and tolerant of other people’s differences, even if they don’t understand or agree with them. They will learn how conflict and not showing tolerance can lead to bullying and how to navigate away from these situations. Pupils will also be addressing   stereotypes for boys and girls and learning that they don’t need to fit stereotypes and that assumptions shouldn’t be made as they may cloud their judgement.  **Dreams and goals**  3Pupils will understand what a challenge is and how this can be related to or developed into a goal. They will develop the skills to set appropriate and achievable goals while understanding the steps they need to take to be successful. They will explore a range of different careers and professions and how to be successful at obtaining their chosen career path. Pupils will also look at failure, that sometimes they won’t achieve their goal and how to cope and overcome it with   resilience and hard work. Pupils will develop an understanding for networks of support open to them and how to access these.  **Healthy me**  Pupils will understand what it means to be healthy, both physically and mentally. They will discover who can support them with keeping safe and healthy in our school, the community and the wider world. Pupils will learn what their body needs to keep them healthy and how this includes their mental health and well-being. They will understand that lifestyle choices such as friendship groups can have a negative impact on their health.  **Relationships**  Pupils will develop an understanding of healthy relationships, including managing peer pressure and control in different relatiionships. They will gain strategies for recognising and managing their feelings as well as developing relationships with friends and family, including conflict resolution and communication skills. They will also learn about bereavement and loss.  **Changing me**  6Pupils will learn how their bodies change and develop as they get older, including the differences between boys and girls. They will learn about puberty, conception, pregnancy and birth. | | | | | | | | | | |
| Knowledge and skills sequencing | | | | **PSHE** | | |  | |  | | |
|  | EYFS | Y1 | Y2 | | Y3 | Y4 | | Y5 | | Y6 | |
| 1**Being me in my world** | To understand that there are similarities and differences between me and my friends.  To show that I understand my own feelings and feelings of others.  To manage my own feelings.  To explain why we have rules and know the difference between right and wrong. | To explain why my class is a happy and safe place to learn.  To give different examples where I or others make my class happy and safe. | To explain why my behaviour can impact on other people in my class.  To compare my own and my friends’ choices and can express why some choices are better than others. | | To explain how my behaviour can affect how others feel and behave.  To explain why it is important to have rules and how that helps me and others in my class learn. To explain why it is important to feel valued. | To explain why being listened to and listening to others is important in my school community.  To explain why being democratic is important and can help me and others feel valued. | | To compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.  To explain how the actions of one person can affect another and can give examples of this from school and a wider community context. | | To explain how my choices can have an impact on people in my immediate community and globally.  To empathise with others in my community and globally and explain how this can influence the choices I make. | |
| 2**Celebrating difference** | To show sensitivity to my own needs and the needs of others.  I know how to be a kind friend.  To stand up for myself and know what words to use if someone is being unkind.  To understand that being different is what makes me special and that it is okay if we are all good at different things. | To tell you some ways that I am different and similar to other people in my class, and why this makes us all special | To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. | | To describe different conflicts that might happen in family or friendship groups and the effects of what people say in these situations | To tell you a time when my first impression of someone changed as I got to know them. To also explain why bullying might be difficult to spot and what to do about it if I’m not sure. | | To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. | | To explain ways in which difference can be a source of conflict or a cause for celebration. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **3Dreams and goals** | To talk about jobs I might like to do when I am older.  To work towards a simple goal.  To try new activities and show independence, resilience and perseverance when something is difficult. | To explain how I feel when I am successful and how this can be celebrated positively. | To explain how I played my part in a group and the parts other people played to create an end product. To explain how our skills complemented each other. | To explain the different ways that help me learn and what I need to do to improve. | To plan and set new goals even after a disappointment. | To compare my hopes and dreams with those of young people from different cultures. | To explain different ways to work with others to help make the world a better place |
| **Healthy me** | To manage my own basic hygiene and personal needs, including dressing, going to the toilet and personal safety.  I understand why it is important to make healthy food choices and exercise. | To explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. | To explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices | To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. | To recognise when people are putting me under pressure and can explain ways to resist this when I want to. | To explain different roles that food and substances can play in people’s lives. To also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. | To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. |
| **Relationships** | To be able to form positive attachments to adults and have friendships with peers;  To have some strategies to use if you feel upset or angry  To be able to work and play cooperatively, take turns with others and think of ways to mend friendships | To be able to explain why you have special relationships with some people and how these relationships help you feel safe and good about yourself.  To be able to also explain how your qualities help these relationships | To be able to explain why some things might make people feel uncomfortable in a relationship and compare this with relationships that make people feel safe and special. | To be able to explain how your life is influenced positively by people you know and also by people from other countries. | To be able to recognise how people are feeling when they miss a special person or animal. | To be able to compare different types of friendships and the feelings associated with them.  To be able to also explain how to stay safe when using technology to communicate with your friends, including how to stand up for yourself, negotiate and to resist peer pressure. | To be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| 6**Healthy me** | To understand that we all grow from babies to adults  To be able to name parts of the body | To be able to compare how you are now to when you were a baby and explain some of the changes that will happen to me as you get older.  To be able to use the correct names for private parts of the body and give reasons why they are private. | To be able to use the correct terms to describe private parts of the body and explain why they are private.  To be able to explain why some types of touches feel OK and others don’t. | To be able to explain how boys’ and girls’ bodies change on the inside/outside during the growing up process and can explain why these changes are necessary so that your bodies can make babies when you grow up. | To be able to summarise the changes that happen to boys’ and girls’ bodies that prepare them for making a baby when they are older. | To be able to explain how boys and girls change during puberty and why looking after yourself physically and emotionally is important.  To be able to also summarise the process of conception. | To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born. |

|  |
| --- |
| Key concepts (Big Ideas) in **LANGUAGES** |
| *Languages are taught progressively through the 3 pillars of:*   * *Phonics (the system of the sounds of a language and how these are represented in written words)* * *Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)* * *Grammar (including syntax and inflectional and/or derivational features ie: the systems for changing the form of a word and for creating*   *new words respectively)*  *For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:*   * *Learn and internalise the sounds, vocabulary and grammar of the language* * *Understand and produce these when they are combined into sentences* * *Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood*   *Pupils will learn a language through a series of thematic units eg: myself, family, food, weather etc… to give a context to apply their phonics, vocabulary and grammar knowledge. In each unit, they will have opportunities for* ***speaking, listening, reading*** *and* ***writing.***  **PHONICS:**  Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly. As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:   * The pronunciation of the letters ‘C’ and ‘Z’ as ‘**TH**’ in Spanish (depending on the vowel that follow) * Rolling ‘RR’ sound and rolling ‘R’ sound if a word starts with a letter ‘R’ * ‘Hard’ or ‘soft’ pronunciation of the letters ‘G’ and ‘C’ depending if the vowel after is a ‘hard’ vowel (A,O, U) or ‘soft’ vowel (E, I) * The effect of accents   **GRAMMAR**  Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.  **VOCABULARY**  Pupils will be taught a bank of **topic words** and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on **common words** which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and skills sequencing | | | **LANGUAGES** | | | | | |
|  | ONGOING OBJECTIVES | | | | Y3 | Y4 | Y5 | Y6 |
| **PHONICS** | Pupils will learn the sounds associated with the letters of the Spanish alphabet as they progress through Key Stage 2.  In addition, they are introduced to additional phonemes at the start of each appropriate year and revisit them within each unit.  As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:   * The pronunciation of the letters ‘C’ and ‘Z’ as ‘**TH**’ in Spanish (depending on the vowel that follow) * Rolling ‘RR’ sound and rolling ‘R’ sound if a word starts with a letter ‘R’ * ‘Hard’ or ‘soft’ pronunciation of the letters ‘G’ and ‘C’ depending if the vowel after is a ‘hard’ vowel (A,O, U) or ‘soft’ vowel (E, I) * The effect of accents | | | | **ch – chocolate**  **j – jirafa** ñ – niñall – caballorr - perro | **ca – casa**  **ce – cerdo**  **ci – cinco**  **co – conejo**  **cu – cuatro** | **ga – gato**  **ge – geografía**  **gi – girasol**  **go – goma**  **gu - gusano** | **b – beber**  **v – vaca**  **cc – diccionario**  **qu – química**  **z - zanahorias** |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | Y5 | Y6 |
| **GRAMMAR**  See the source image |  | Start to understand that foreign languages can have different structures to English eg: many nouns have a determiner/article in foreign languages which we don’t have in English | | | Start to understand the concept of noun  gender and the use of articles.  Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').  Introduce simple adjectival agreement (eg: adjectival agreement when describing nationality), the negative form and possessive adjectives (eg: ‘In my pencil case I have…’ or ‘In my pencil case I do not have’) | Revision of gender and nouns and learn to use and recognise the terminology of articles (**EG**: definite, indefinite and partitive).  Understand better the rules of adjectival agreement and possessive adjectives.  Start to explore full  conjugation (**EG**: 'I wear...', 'he/she verb wears...' and also be able to describe clothes in terms of colour **EG**: 'My blue coat'. | To understand gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).  Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Listening**  See the source image |  | To appreciate short stories and fairy tales and start to understand some of the familiar words in what they hear | | To listen to and enjoy short stories, nursery rhymes and songs  To be able to recognise familiar words and short phrases covered in the units taught | To learn to listen to longer passages and understand more of what they hear  To be able to pick out key words and phrases from current and previous units when listening | To be able to listen more attentively and for longer periods  To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills | To be able to listen to longer text and more authentic foreign language material  To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar |
| **Speaking**  See the source image |  | To learn to repeat and reproduce language and key words with accurate pronunciation | | To learn to communicate with others using simple words and short phrases | To be able to communicate with others with improved confidence and accuracy  To learn to ask and answer questions based on the language covered in the unites | To be able to communicate on a wider range of topics and themes  To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity | To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity  To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate |
| **Reading**  See the source image |  | To be able to identify the written version of some of the words they hear | | To be able to read familiar words and short phrases accurately by applying phonics knowledge  To understand the meaning in English of some words read in the foreign language | To be able to read aloud short pieces of text, applying phonics knowledge  To understand most of what they read in a foreign language when the text is based on familiar language | To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context  To increase knowledge of phonemes and letter strings and apply these when reading | To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc…  To decode unknown language using a bilingual dictionary |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Writing**  Graphical user interface, application  Description automatically generated |  | To consolidate letter formation skills by copying words in a foreign language from a model example  To start to reproduce nouns and determiners/articles from a model example | | To be able to write familiar words and short phrases using a model or vocabulary list | To be able to write some short phrases based on familiar topics  To begin to use conjunctions and the negative form where appropriate | To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required  To be able to substitute words for suitable alternatives | To be able to write a piece of text using language from a variety of units covered  To learn to adapt any models provided to show solid understanding of grammar covered  To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives |

|  |
| --- |
| Key concepts (Big Ideas) in **RELIGION and WORLDVIEWS** |
| *The school follows the locally agreed syllabus for Religion and Worldviews. Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people’s education by provoking* ***challenging questions*** *about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.*  *In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life’s big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.*  The curriculum for RE aims to ensure that all pupils develop religious literacy through:   * Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology, Philosophy** and **Social Sciences** * Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them * Gaining and deploying skills taken from the disciplines of **Theology, Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews   **Pupils will have a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews.**  At all key stages more time will be spent on **Christianity** than on any other individual religion or worldview ‘to reflect the fact that the religious traditions in Great Britain are in the main Christian’ (Education Act 1988). **Principal religions** represented in Great Britain are usually regarded as: **Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi**  **Theology**  World Religion Religious Symbol Clip Art, PNG, 1397x1600px, World,  Christian Cross, Christianity, Emoticon, Freedom Of ReligionTheology is about believing, asking questions about the concept and nature of god, where beliefs come from and about sources of authority and influence. Pupils will be given opportunities to think about the beliefs and concepts underpinning different faiths, and where those beliefs come from. Consideration will be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything  **Philosophy**  Philosophy Logo - Company Philosophy | Full Size PNG ...Philosophy is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human. Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils will develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong.  **Social Sciences**  Uploaded imageSocial sciences are about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives. Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities. |

|  |  |  |
| --- | --- | --- |
| **Y1**  **Units of learning** | **Essential core knowledge, skills and understanding**  **Theology-Philosophy-Social sciences** | **These contribute to the following End of Key Stage statements** |
| 1.1  Belonging | **Recall some of the symbols, artefacts and rules associated with belonging to a faith group.**  **Recognise some similarities between faith groups**  **Talk about what it means to belong and understand the importance of a promise.** | * Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. * Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group. |
| 1.2  Worship | **Recall the important features of a place of worship and say how they are used.**  **Say why a local place of worship is important for many people.**  **Recognise which holy books are special to different religions.** | * Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. |
| 1.3  What a wonderful world | **Recall Christian/Jewish beliefs about God and creation stories, adding some details**  **Retell a creation story using relevant vocabulary and say where the story comes from**  **Ask their own ‘wondering’ questions about the world**  **Talk about ways of caring for the world** | * Retell and suggest meanings for some religious and moral stories and say how they influence people today. * Consider and make responses to big questions from different worldviews. |
| **Y2**  **Units of learning** | **Essential core knowledge, skills and understanding**  **Theology-Philosophy-Social sciences** | **These contribute to the following End of Key Stage statements** |
| 2.1  Lead us not into temptation | **Respond sensitively to decisions about what’s right and what’s wrong.**  **Respond respectfully to people of different faiths and cultures.**  **Recognise differences and similarities between school rules and religious rules.** | * Express ideas and opinions about moral questions of right and wrong. * Share ideas and examples of cooperation between people who are different. |
| 2.2  Believing | **Recall and name key beliefs from different religions**  **Recognise similarities and differences** **between the key beliefs of different faiths.**  **Suggest two examples of religious beliefs which lead into action.** | * Recall different beliefs and practices, naming key words, key figures and core beliefs. |
| 2.3  Questions, questions | **Suggest answers to Big Questions from different religious perspectives**  **Describe what different religions believe about God** | * Consider and make responses to big questions from different worldviews. |

|  |  |  |
| --- | --- | --- |
| **Y3**  **Units of learning** | **Essential core knowledge, skills and understanding**  **Theology-Philosophy-Social sciences** | **These contribute to the following End of Key Stage statements** |
| 3.1  Remembering | **Compare the ways in which festivals are celebrated in the community and across the world.**  **Explain the link between the rituals associated with celebrations and the stories behind them.** | * Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. * Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. |
| 3.2  Founders of Faith | **Recognise the key events in the lives of some faith founders and the impact they made.**  **Describe and make links between the teachings of faith founders.** | * Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. |
| 3.3  Sacred Places | **Discover the milestones in life for different religions and respond to the way they offer a sense of identity and belonging.**  **Recognise what makes a place sacred and suggest reasons why.** | * Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. |
| **Y4**  **Units of learning** | **Essential core knowledge, skills and understanding**  **Theology-Philosophy-Social sciences** | **These contribute to the following End of Key Stage statements** |
| 4.1  Communities | **Explain what makes a community.**  **Describe the contribution of a religious group to their community.** | * Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. |
| 4.2  People who inspire us | **Explain what prompts people to commit to an ethical cause**  **Explain and give reasons why a person of faith devoted themselves to a cause.**  **Give examples of altruistic actions in the community.** | * Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions. * Articulate the responses of different religions and non -religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. |
| 4.3  Our world | **Reflect and present ideas about the origin of the universe**  **Offer reasons why it is important to look after the Earth.**  **Describe what different religions say about the attributes of God.** | * Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. * Offer some answers to ultimate questions from different religious and non-religious perspectives. |

|  |  |  |
| --- | --- | --- |
| **Y5**  **Units of learning** | **Essential core knowledge, skills and understanding**  **Theology-Philosophy-Social sciences** | **These contribute to the following End of Key Stage statements** |
| 5.1  Expressions | **Identify the importance of symbolism in the expression of beliefs.**  **Describe different forms of worship and spiritual expression and explain where they might take place.** | * Demonstrate understanding of how people express their identity and their spirituality through symbols and actions. |
| 5.2  Faith in action | **Identify the origins and make connections between the different faith teachings.**  **Give a considered response to the challenges of following a faith.** | * Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. * Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. |
| 5.3  Pilgrimage | **Identify and explain why people may participate in a pilgrimage.**  **Describe and show understanding of actions carried out by a pilgrim.** | * Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. * Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. |
| **Y6**  **Units of learning** | **Essential core knowledge, skills and understanding**  **Theology-Philosophy-Social sciences** | **These contribute to the following End of Key Stage statements** |
| 6.1  Justice and Freedom | **Explain hopes and dreams for a just community and a just world.**  **Discuss barriers to reconciliation and harmony and the power of forgiveness.** | * Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. * Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. |
| 6.2  Living a Faith | **Explain and give reasons about how personal milestones engender a sense of identity.**  **Discuss and give examples of how participating in rites of passage have an impact on religious communities.** | * Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages, and rituals. * Demonstrate understanding of how people express their identity and their spirituality through symbols and actions. |
| 6.3  Hopes and visions | **Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.**  **Explain and give examples of how people of different faiths respond to the question *‘Who is god?’*** | * Offer some answers to ultimate questions from different religious and non-religious perspectives. |

**LONG TERM PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Cycle** | **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| SCIENCE | A | 1/2 | **Living things and their habitats**  What animals eat  Where they get their food  Simple food chains | **Seasonal changes and weather** | **Materials**:  Identify and name  Suitability of materials  Changing shapes of solid objects  **Seasonal changes** | **Animals including humans**  Common animals  Carnivors/herbivors/  Omnivors  Describe & compare animals  Parts of human body | **Seasonal changes and weather** | **Plants**  Identify and name  Structure of plants and trees |
| B | 1/2 | **Materials:**  Identifying materials Physical properties  Comparing/grouping | **Seasonal changes and weather** | **Animals including humans:**  Animals have offspring  Basic needs  Exercise, food and hygiene  **Seasonal changes** | **Seasonal changes and weather** | **Plants**  Growing seeds/bulbs  What plants need to grow. | **Living things and their habitats**  Living, dead, never lived  Naming plants, animals and their habitats  How animals are suited to their habitats |
| A | 3/4 | **Rocks**  Compare and group  Properties  Fossils  Soils | **States of matter.**  Solids liquids gases  Changing states  Evaporation, condensation | **Energy - Light.**  Light and dark  Light reflecting off surfaces  Dangers of light  Shadows | **Forces and magnets**  Movement on different surfaces  Magnets: attract/repel  Grouping magnetic/  non-magnetic objects | **Animals including humans**  Food chains  Predators and prey  Classification/Keys | **Living things and their habitats**  Human impact – environment/  pollution |
| B | 3/4 | **Animals including humans**  Food and nutrition  Skeletons and muscles | **Animals including humans**  Teeth  Digestive system. | **Energy - Sound**  How sounds are made  How sounds travel  Changing sounds: Pitch, volume, distance | **Energy- Electricity**  Common electical appliances  Circuits  Switches  Conductors/insulators | **Plants**  Functions of parts of plants  What plants need for life and growth | **Plants**  Water transportation  Life cycle of plant  Polination, seed dispersal |
| A | 5/6 | **Animals including humans**  Life cycles: mammals, birds, amphibians, insects  Life processes and reproduction in plants and animals | **Animals including humans**  Classifying living things: plants, animals, micro-organisms  Reasons for classifying | **Animals including humans**  The circulatory system  Heart, blood  Fitness and health  Transportation of nutrients and water | **Forces**  Gravity  Air resistance  Water resistance  Friction  Levers, pulleys, gears | **Earth science**  The solar system  Movement of the moon  Day and night | **Materials**  Dissolving  Solutions  Solids,liquids,gases  Mixing / separating |
| B | 5/6 | **Energy - Light**  How light travels  How we see  Light sources  Shadows and shapes | **Energy- Electricity**  Adjusting brightness or buzzers using voltage  Switches  Control of components  Circuit diagrams | **Materials**  Compare and group  Properties  Conductors/insulators (heat/electricity)  Uses of materials | **Evolution and inheritance**  Changes over time  Evidence from fossils  Living things produce offspring | **Evolution and inheritance**  How animals and plants adapt to environment  Evolution | **Animals including humans**  How humans change as they age  Staying healthy  Impact of diet, exercise, lifestyle |

**Physics Biology Chemistry**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Cycle | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Within the EYFS, Computing is to be embedded and delivered through engaging children in both child and adult initiated learning activities. This will be accessed in the learning environment and set provision throughout the academic year. This will enable children to explore, question and build upon their individual knowledge. | | | | | | | |
| F1 | A | Ourselves | Seasons | Space | People Who Help Us | Travel | Pirates |
| B | Ourselves | Celebrations | Dinosaurs | Traditional Tales | Mini-beasts | Growing- Jungles |
| F2 | A | Ourselves | Seasons | Space | People Who Help Us | Travel | Pirates |
| B | Ourselves | Celebrations | Dinosaurs | Traditional Tales | Mini-beasts | Growing- Jungles |
| KS1  Y1/2  Cycle A | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.5) |
| Technology around us (1.1) |  | Pictograms (2.4) | * Personal and Private * How going online makes you feel | Robot algorithms (2.3) | Digital writing (1.5) |
| KS1  Y1/2  Cycle B | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.5) |
| Information technology around us (2.1) |  | Grouping data (1.4) | * Making choices * Tech talk and Truth | Moving a robot (1.3) | Making music (2.5) |
| LKS2  Y3/ Y4  Cycle A | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.2) |
| Connecting Computers (3.1) |  | Branching databases (3.4) | * Identifying online profiles * How to spot if someone is being bullied online * Safety First | Repetition in shapes (4.3) | Stop-frame animation (3.2) |
| LKS2  Y3/Y4  Cycle B | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.2) |
| The internet (4.1) |  | Data logging (4.4) | * After School Timetable * Password Generation * Open Book | Sequencing sounds (3.3) | Audio editing (4.2) |
| UKS2  Y5/ Y6  Cycle A | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.2) |
| Systems and Searching (5.1) |  | Introduction to spreadsheets (6.4) | * Adapting use before sleep * Where’s the harm in that * Age related content * Community Spirit | Selection in physical computing (5.3) | Webpage creation (6.2) |
| UKS2  Y5/ Y6  Cycle B | | Computing systems and networks (#.1) |  | Data and Information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.5) |
| Communication and Collaboration (6.1) |  | Flat File Databases (5.4) | * Are you a privacy pro * Toy advert * Permission Mission * What I know and what I share | Variables in games (6.3) | Introduction to vector graphics (5.5) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Cycle** | **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| HISTORY | A | 1/2 | **Changes within living memory**  Toys – present, parents, grandparents | **Changes beyond living memory / significant people**  Castles/monarchs |  | |  | **Historical events and people in locality**  Mary Murdoch |  |
| B | 1/2 | **Historical events and people in locality**  Amy Johnson | **Events beyond living memory**  Great Fire of London |  | |  | **Within living memory / Significant people**  Seaside holidays and Grace Darling |  |
| A | 3/4 | **Changes in Britain, Stone Age to Iron Age**  Stone Age, Bronze Age, Iron Age | | | | **Roman Empire and impact on Britain** | | |
| B | 3/4 | **Britain’s settlement by Anglo-Saxons** | | **Viking & Anglo-Saxon struggle for England** | | | **Local History** Fishing & Whaling /Head Scarves | |
| A | 5/6 | **Non European society**  Mayans | | | | **Ancient Greece**  Greek life and achievements | | |
| B | 5/6 | **Britain beyond 1066**  WW2 | | **Local History**  Hull Blitz | | | **Early civilization**  Egyptians | |
| GEOGRAPHY | A | 1/2 | **The UK and the world**  Countries of UK  Capital cities  Weather patterns / seasons | | | **Hull vs Sierra Leone**  Compare places and weather patterns | | | |
| B | 1/2 | **Local Geography**  Where we live and learn  Human features, settlements  Arial photographs and maps | | | **Coasts**  Physical geography | | | |
| A | 3/4 | **South America**  Climate – rainforests (Introduction to vegetation belts, climate zones).  Compare UK to a region in S America. | | | **Maps & fieldwork 1**  Local maps.  Local fieldwork | | | |
| B | 3/4 | **Settlements (UK)**  How physical features affect settlement  Comparing Hull with Scarborough  Land use, trade, ports, energy in settlements | | | **Tectonic activity**  Mountains, earthquakes, volcanic activity, | | | |
| A | 5/6 | **Climate**  Climate zones, biomes, vegetation belts  Climate change / food miles / distribution of natural resources | | | **Maps & fieldwork 2**  Higher level map skills, Practical fieldwork focus | | | |
| B | 5/6 | **Contrasting European region**  Comparing human / physical features in UK and contrasting European region  Ordinance survey maps and land use | | | **Rivers**  Physical features and processes  Water cycle | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Cycle | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | A/B | EY | Portraits, brush and paint Hull Fair art | | Colour mixing | | Collage, cutting and sticking Props for play and performance | |
| ART | A | 1/2 | **Drawing (formal elements)**: Pattern, texture, tone; plus Puffin trail |  | **Painting**:  Sunflowers, collage |  | **Sculpture:**  Waves |  |
| B | 1/2 | **Drawing (formal elements)**: Shape, line, colour, digital; Hull fair/ Exhibition |  | **Painting**: Portraits and printing |  | **Sculpture**:  Nature sculptures, weaving, clay-tile/ relief |  |
| A | 3/4 | **Painting**  Prehistoric cave art | | **Drawing**  Rainforest birds | | **Sculpture**  Recycled bottle tops | |
| B | 3/4 | **Painting**  Fruit option – print, collage | | **Sculpture**  Dragon eyes | | **Drawing** – Formal elements: Shape, colour, line, tone, pattern, digital, collage | |
| A | 5/6 | **Sculpture** - Clay pots and masks | | **Drawing** – The world of work/ Portraits and character/ costume design | | **Painting**  Landscapes | |
| B | 5/6 | **Drawing**  Architecture – beautiful buildings | | **Sculpture & 3D art** wire sculptures | | **Painting**  Street art | |
| DT | A | 1/2 |  | **Mechanisms:**  Fair ground wheel |  | **Textiles:**  Puppets |  | **Food:**  A balanced diet |
| B | 1/2 |  | **Structures:** Windmills |  | **Mechanisms:** Moving story book |  | **Food:**  Fruit and vegetables |
| A | 3/4 | **Mechanisms:** Pneumatic toys | | **Food:** Adapting a recipe | | **Structures:** Constructing a castle | |
| B | 3/4 | **Digital world:**  Electronic charm | | **Electrical systems:** Torches | | **Textiles:**  Cushions | |
| A | 5/6 | **Structures:**  Bridges | | **Electrical systems:** Doodlers | | **Food:** What could be healthier? | |
| B | 5/6 | **Mechanisms**  Pop up books | | **Textiles:**  Stuffed toys | | **Digital world:** Monitoring devices | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Cycle | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| MUSIC | A | 1/2 | **SINGING**  **Introducing beat, rhythm and pitch**    How Can We Make Friends When We Sing Together? | | **MUSCIANSHIP**  **Introducing tempo and dynamics**  How Does Music Make The World A Better Place? | | **COMPOSITION**  **Exploring Improvisation**  What Songs Can We Sing To Help Us Through The day? | |
| B | 1/2 | **Focus on patterns, dynamics and tempo**  How Does Music Teach Us About The Past? | | **Inventing a musical story**  How Does music Teach Us About Our Neighbourhood? | | **Exploring improvisation**  How Does Music Teach Us About Looking After Our Planet? | |
| A | 3/4 | **SINGING**  **Developing notation skills**  How Does Music Bring Us Closer Together? | | **MUSCIANSHIP**  **Composition**  How Does Music Make The World A Better Place? | | **COMPOSITION**  **More about musical styles**  How Does Music Make A Difference To Us Every Day? | |
| B | 3/4 | **Combining elements to make music**  How Does Music Connect Us With The Past? | | **Creating simple melodies**  How Does Music Teach Us About Our Community? | | **Recognising different sounds**  How Does Music Connect Us With Our Planet | |
| A | 5/6 | **SINGING**  **Getting started with music tech**  How Does music Bring Us Together? | | **SINGING**  **Exploring key and time signatures**  How Does Music Improve our World? | | **SINGING**  **Using chords and structure**  How Does Music Shape Our Way Of Life? | |
| B | 5/6 | **Understanding structure and form**  How Does Music Connect Us With The Past? | | **Exploring notation further**  How Does Music Teach Us About Our Community? | | **Identifying important musical elements**  How Does Music Connect Us With The Environment? | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Cycle | Year | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| PE |  | 1 | **Team building Y1**  **Fitness Y1** | **Dance Y1** | | **Gymnastics Y1** | **Fundamentals Y1** | | **Net & Wall Y1**  **Athletics Y1** | **Invasion Y1**  **Striking & fielding Y1** |
|  | 2 | **Team building Y2**  **Fitness Y2** | **Dance Y2** | | **Gymnastics Y2** | **Fundamentals Y2** | | **Net & Wall Y2**  **Athletics Y2** | **Invasion Y2**  **Striking & fielding Y2** |
| A | 3/4 | **Football 3/4**  **Fitness 3/4** | **Dance Y3** | | **Gymnastics Y3** | **Hockey 3/4** | | **Tennis Y3**  **Athletics Y3** | **Handball 3/4**  **Rounders 3/4** |
| B | 3/4 | **Basketball 3/4**  **Fundamentals 3/4** | **Dance Y4** | | **Gymnastics Y4** | **Outdoor Adventurous Activities 3/4** | | **Tennis Y4**  **Athletics Y4** | **Netball 3/4**  **Cricket 3/4** |
|  | 5 | **Volleyball 5/6**  **Hockey 5/6** | **Dance Y5** | | **Gymnastics Y5** | **Outdoor Adventurous Activities 5/6** | | **Tennis Y5**  **Athletics Y5** | **Netball 5/6**  **Rounders 5/6** |
|  | 6 | **Dance Y6**  **Football 5/6** | **Swimming** | | **Gymnastics Y6** | **Badminton 5/6** | | **Tennis Y6**  **Athletics Y6** | **Handball 5/6**  **Cricket 5/6** |
| RE | A | 1/2 | **1:1 Belonging**  Who belongs? | | **KS1 Christmas** | **1:2 Worship**  Why Worship? | | **KS1 Easter** | **1.3 What a wonderful world.**  Why is the world so special? | |
| B | 1/2 | **2.1 Lead us not into temptation**  Right or Wrong? | | **KS1 Christmas** | **2.2 Believing**  What is True? | | **KS1 Easter** | **2.3 Questions, Questions**  What are the Big Questions? | |
| A | 3/4 | **Unit 3.1 Remembering**  Why Remember? | | **KS2 Christmas 1** | **Unit 3.2 Founders of faith**  Who, what and when? | | **KS2**  **Easter 1** | **3.3 Sacred places**  What is sacred? | |
| B | 3/4 | **Unit 4.1 Communities**  Where is religion? | | **KS2 Christmas 1** | **4.2 People who inspire us**  What makes a saint? | | **KS2**  **Easter 1** | **4.3 Our world**  Who cares? | |
| A | 5/6 | **Unit 5.1 Expressions**  How is belief expressed? | | **KS2 Christmas 2** | **5.2 Faith in action**  What are the challenges? | | **KS2**  **Easter 2** | **5.3 Pilgrimage**  Why pilgrimage? | |
| B | 5/6 | **Unit 6.1 Justice and Freedom**  Is it fair? | | **KS2 Christmas 2** | **6.2 Living a faith**  What is identity? | | **KS2**  **Easter 2** | **6.3 Hopes and Visions**  What is life about? | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Cycle | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| LANGUAGES | A | 1/2 |  |  |  |  |  |  |
| B | 1/2 |  |  |  |  |  |  |
| A | 3/4 | Phonics set 1 (C)  I’m learning Spanish (E) | Phonics set 2 (C)  Shapes (E) | Phonics set 1 (C)  Vegetables (E) | Phonics set 2 (C)  Musical instruments (E) | Phonics set 1 (C)  My class (I) | Phonics set 2 (C)  Family (I) |
| B | 3/4 | Phonics set 1 (C)  I’m learning Spanish (E) | Phonics set 2 (C)  Animals (E) | Phonics set 1 (C)  Fruits (E) | Phonics set 2 (C)  Ice cream (E) | Phonics set 1 (C)  Do you have a pet? (E) | Phonics set 2 (C)  Presenting myself (I) |
| A | 5/6 | Phonics set 3 (C)  At the café (I) | Phonics set 4 (C)  My home (I) | Phonics set 3 (C)  Clothes (I) | Phonics set 4 (C)  Habitats (P) | Phonics set 3 (C)  At school (P) | Phonics set 4 (C)  Me in the world (P) |
| B From Sept 23 | 5/6 | Phonics set 3 (C)  The date (I) | Phonics set 4 (C)  The Olympics (I) | Phonics set 3 (C)  Weather (I) | Phonics set 4 (C)  Healthy living (P) | Phonics revision sets 1,2,3,4 (C)  The weekend (P) | Phonics revision sets 1,2,3,4 (C)  Planets (P) |

**Key**

|  |  |
| --- | --- |
| C | Core vocabulary unit |
| E | Early language unit |
| I | Intermediate language unit |
| P | Progressive language unit |