

Reading	Writing	Maths
<p>Identify which words appear again and again. Recognise and join in with predictable phrases. Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title and events. Make predictions on the basis of what has been read. Make inferences on the basis of what is being said and done. Read aloud with pace and expression, i.e. pause at full stop; raise voice for question. Recognise:</p> <ul style="list-style-type: none"> capital letters full stops question marks exclamation marks ellipsis (...) <p>Know why the writer has used the above punctuation in a text. Know the difference between fiction and nonfiction texts.</p>	<p>Write clearly demarcated sentences. Use 'and' to join ideas. Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went. Introduce use of:</p> <ul style="list-style-type: none"> capital letters full stops question marks exclamation marks Use capital letters for names and personal pronoun 'I'. <p>Write a sequence of sentences to form a short narrative [as introduction to paragraphs]. Use correct formation of lower case – finishing in the right place. Use correct formation of capital letters. Use correct formation of digits.</p>	<p>Count to and across 100, forwards & backwards from any number. Read and write numbers to 20 in numerals & words. Read and write numbers to 100 in numerals. Say 1 more/1 less to 100. Count in multiples of 2, 5 & 10. Use bonds and subtraction facts to 20. Add & subtract: 1 digit & 2 digit numbers to 20, including zero. Solve one-step multiplication and division using objects, pictorial representation and arrays. Recognise half and quarter of objects, shapes or quantity. Sequence events in chronological order. Use language of day, week, month and year. Tell time to hour & half past.</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights mass/weight (e.g. heavy/light, heavier than, lighter than) capacity and volume (e.g. full/empty, more than, less than, half, half full)
Science	Art	DT
<p>Sort plants into wild or garden and trees in deciduous and evergreen. Compare parts of a variety of plants, including trees. Identify fish, birds, animals, mammals and amphibians. Classify carnivores, herbivores and omnivores. Describe and compare the observable features of animals from a range of groups Name and locate parts of the human body, including those related to the senses Distinguish objects from materials Identify and group everyday materials e.g. wood, plastic, glass, metal, water, and rock. Describe their properties e.g. hard/soft, rough/smooth, rigid/flexible and transparent. Choose relevant materials based on their purpose. Identify seasons by observing trees. Identify seasons by observing animal behaviour. Identify seasons by observing human behaviour. Describe how day length changes over the year. Describe seasonal changes</p>	<p>Materials-pattern, printing Use a range of materials creatively to design and make art work. Drawing-line, shape. Extend variety of drawing tools. Use drawing as a medium to develop and share ideas. (sketching) Explore using lines and known geometric shapes to create. Mondrian Draw people/faces accurately. (In proportion) Colour-painting,space Use painting as a medium to develop and share ideas. Begin to mix colours. Know the primary colours. Use colour and space for effect (i.e. bright colours, dark colours) Artists-making links to their own work Link their products to well-known artists.</p>	<p>Design—Pupils should be taught to design, purposeful and functional products and use a range of tools and equipment to perform practical tasks. Generate and communicate ideas through talking and drawing templates. Make— To use a range of tools to perform practical tasks such as cutting, shaping, joining and finishing. To use a wide range of materials (construction materials, textiles and ingredients.) Evaluate— They should also be taught to explore existing products and evaluate their own products against the design criteria. Technical knowledge—To explore how built structures can be made stronger, stiffer and more stable. To explore and use mechanisms (levers, sliders,) in products.</p>
Geography	History	Computing
<p>To know the four countries that make up the UK To know the names of the four seasons To know different types of weather To know where I live and say my address (to a trusted adult) To be able to keep a weather chart and answer some questions about the weather To be able to explain some of the main things that are in hot and cold places To be able to explain how the weather changes throughout the year</p>	<p>To know that the toys my grandparents played with were different to my own To know what objects from the past were used for To know the main differences between their school days and that of their grandparents To know the name of a significant person from the past To know significant people from the past from my local area To know significant historical places in my local area To be able to use words and phrases like: old, new and a long time ago To be able to recognise that some objects belonged to the past</p>	<p>Computing Science Understand what algorithms and programs are Create simple programs Know that programs only work with precise instructions Information Technology Use technology to create content Use technology to retrieve content Use technology to store content Digital Literacy</p>

To be able to locate the four countries of the UK on a map, atlas, globe To be able to name some of the main towns and cities in the UK	To be able to explain how I have changed since I was born To be able to explain how some people have helped us to have better lives To be able to explain what significant people are known for To be able to ask and answer questions about old and new objects To be able to spot old and new things in a picture	Use technology safely Know that personal information should be kept private Recognise common uses of technology beyond school
PE	Music	RE
Copy and repeat simple skills with basic control and coordination. Explore simple skills and actions with basic control and coordination. Start to link these skills and actions in ways that suit the activities. Describe and comment on their own and others' actions. Talk about how to exercise safely. Talk about how their bodies feel during an activity.	Can distinguish pulse and rhythm Has played instruments and used the voice in different ways as part of a class piece based on a story Has moved appropriately to music with long flowing movements or short sharp movements Has played a short sound sequence with a partner using short and long sounds Can sing with good posture and breathing using the gentle 'Angel Voice' Has played a rhythmic line of a song on sticks accurately	To know about key Hindu, Christian, Sikh, and Islamic objects, artefacts, beliefs, teachings and practices To know how the everyday actions of people are influenced by their beliefs and values To know all the objects on a puja tray and explain how they are used and why they are important To know the significance of Christmas to Christians To know what happens in a Sikh ceremony To know how the everyday actions of a Muslim are influenced by their beliefs and values To know why Muhammad is important for Muslims To know why Christians baptise a baby and why the symbols of the cross, the water and the candle are used
PSHE&R		
Relationships: To know what kind and unkind behaviour mean both in and out of school I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers To know what it means to be a family and how families are different for example, single parents, same sex parents etc. To know the importance of telling someone if I am worried about something in my family To know what it means to keep something private, including parts of the body that are private and know how to respond when feeling uncomfortable To know when it is important to ask permission to touch others and to know how to ask and give/ not give permission	Living in the Wider World: To be able to list examples of rules in different situations, for example, class rules, rules outside and rules at home. I know how we care for people, animals and other living things in different ways To know that everyone has strengths in and out of school To know how to look after the environment for example, recycling To know about different jobs and the work people do and to understand what strengths and interests are needed to do different jobs To know about people whose job it is to help us in the community.	Health and Wellbeing: To know how feelings can affect how people behave To be able to recognise what makes me special and unique including my likes, dislikes and what I am good at To know how to take care of myself on a daily basis. To know what it means to be healthy and why it is important To know about physical activity and how it keeps people healthy To know about people who can help me to stay healthy such as my parents, doctors, nurses, dentists, Midday Meal Supervisors To know how rules can help keep me safe

YEAR 2

Reading	Writing	Maths
Secure with year group phonic expectations. Recognise simple recurring literary language. Read ahead to help with fluency and expression. Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes and events. Comment on structure of the text. Use commas, question marks and exclamation marks to vary expression. Read aloud with expression and intonation. Recognise: o commas in lists o apostrophe of omission and possession (singular noun)	Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description and specification. Write using subordination (when, if, that, because) and co-ordination (or, and, but). Correct and consistent use of present tense & past tense. Correct use of verb tenses. Write with correct and consistent use of: o capital letters o full stops o question marks o exclamation marks	Compare and order numbers up to 100 and use < > =. Read and write all numbers to 100 in digits & words. Say 10 more/less than any number to 100. Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards). Recall and use multiplication & division facts for 2, 5 & 10 tables. Recall and use +/- facts to 20. Derive and use related facts to 100. Recognise place value of any 2-digit number. Add & subtract: o 2-digit nos & ones o 2-digit nos & tens

<p>Identify past/present tense and why the writer has used a tense. Use contents and index to locate information.</p>	<p>Use commas in a list. Use apostrophe to mark omission and singular possession in nouns. Write under headings. Write lower case letters correct size relative to one another. Show evidence of diagonal and horizontal strokes to join handwriting.</p>	<p>o Two 2-digit nos o Three 1-digit nos Recognise and use inverse (+/-). Calculate and write multiplication & division calculations using multiplication tables. Recognise, find, name and write 1/3; 1/4; 2/4; 3/4. Write and recognise equivalence of simple fractions. Tell time to five minutes, including quarter past/to. Compare and order: Lengths, mass, volume/capacity and record the results using >, < and = Identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line Identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid Ask and answer questions about totalling and comparing categorical data</p>
Science	Art	DT
<p>Compare related living and nonliving things (e.g. the newspaper used to be alive as it came from a tree which was alive). Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships Name different plants and animals and describe how they are suited to different habitats Identify and name a variety of plants and animals in a range of habitats (e.g. Pacific Ocean) including micro-habitats (e.g. under a log in a local park). Describe how a range of different seeds and bulbs grow into mature plants (e.g. flowers and vegetables). Describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants Describe objects by their composite material and their properties (e.g. a rigid ruler made of wood). Compare suitability of materials for different uses Describe the property of familiar objects using a wide range of scientific terminology (e.g. transparent or opaque) including objects that have opposing properties (e.g. paintbrushes are both flexible and rigid). Suggest the suitability of materials to perform tasks after squashing, bending, twisting and stretching them. Describe the differences between the stages of life cycles in animals, including humans. Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults. Describe the importance of exercise, a balanced diet and hygiene for humans Describe the benefits of hygienic practices (e.g. washing hands prevents the spread of germs) and the effects of unhygienic practices (e.g. coughing in public can spread germs). Link exercise, food choices and hygiene into a healthy lifestyle.</p>	<p>Pattern, sculpture and texture Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Recognise regular and irregular patterns. Create using imagination through painting. Create collages and model with clay Drawing – line, shape Exploration of other/new materials i.e. charcoal, chalk, pastels) proportion Discuss use of shadows and light and dark Sketch to make records Darken colours without using black To make as many tones of one colour as possible Colour-painting, space Darken colours without using black. Make as many tones of one colour as possible (using white) Use colour on a large scale. Artists – differences and similarities Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.</p>	<p>Design—Pupils should be taught to design purposeful, functional and appealing products and use a range of tools and equipment to perform practical tasks. Generate and communicate ideas through talking, drawing templates and using ICT. Make— To use a range of tools to perform practical tasks such as cutting, shaping, joining and finishing. To select from and use a wide range of materials (construction materials, textiles and ingredients.) Evaluate— They should also be taught to explore and evaluate existing products and evaluate their own ideas and products against the design criteria. Technical knowledge—To explore and develop the use of mechanisms (wheels and axles) in products. Cooking and nutrition— To understand the principles of a healthy and varied diet. To begin to understand where food comes from and use the principles of a healthy diet to prepare and create their own dishes.</p>
Geography	History	Computing
<p>To know the seven continents of the world To know the names of the oceans of the world To know the four countries of the UK and their capital cities To be able to say what I like and do not like about the place I live in</p>	<p>To know about an event that happened long ago, even before their grandparents were born To know how objects used in the past have evolved/changed over time To know about a significant historical person</p>	<p>Computer Science Use logical reasoning to predict the behaviour of simple programs To reorder a sequence of instructions and correct errors in programs (debug)</p>

<p>To be able to say what I like and do not like about a different place</p> <p>To be able to describe a place outside Europe using geographical vocabulary</p> <p>To be able to describe some of the features of an island</p> <p>To be able to describe the key features of a place from a picture using words like <i>beach, coast, forest, hill, mountain, ocean, valley</i></p> <p>To be able to explain how an area has been spoilt or improved and give reasons</p> <p>To be able to explain the facilities that a village, town and city may need and give reasons</p> <p>To be able to locate the continents of the world on a map/ atlas/ globe</p> <p>To be able to locate the world oceans on a map/ atlas/ globe</p> <p>To be able to find where I live on the map of the UK</p>	<p>To know that children's lives today are different to those of children from the past</p> <p>To know how the local area is different to the way it used to be in the past</p> <p>To be able to use words and phrases like: <i>before, after, past, present, then</i> and <i>now</i></p> <p>To be able to recount the life of someone famous from Britain who lived in the past; to be able to explain what they did earlier and what they did later</p> <p>To be able to give examples of things that were different when grandparents were children</p> <p>To be able to answer questions using books and the internet</p> <p>To be able to compare the lives of significant people from different time periods</p> <p>To be able to research the life of a famous person from the past using different sources of evidence</p>	<p>Information Technology</p> <p>Manipulate digital content</p> <p>Organise digital content</p> <p>Understand the difference between inputs and outputs</p> <p>Digital Literacy</p> <p>Use technology respectfully</p> <p>Identify trusted adults that can help with online concerns</p>
PE	Music	RE
<p>Explore simple skills.</p> <p>Copy, remember and repeat simple actions with control and coordination.</p> <p>Explore simple actions with control and coordination.</p> <p>Vary skills, actions and ideas in activities.</p> <p>Link skills learnt together in ways that suit the activities.</p> <p>Begin to show some understanding of simple tactics.</p> <p>Talk about differences between their own and others' performance.</p> <p>Suggest improvements to their own and others' performances.</p> <p>Understand how to exercise safely.</p> <p>Describe how their bodies feel during different activities.</p>	<p>Has moved as requested to recorded music reflecting changes from lower to higher instruments</p> <p>Has sung soh/me phrases following teacher's hand signs</p> <p>Has followed symbols to play percussion instruments loud/soft, fast/slow, high/low</p> <p>Has performed a song in a small group in two ways, eg. loud& soft, fast& slow, high& low</p> <p>Has played 4 beat rhythms using quavers and crotchets accurately in a group</p> <p>Can listen to and recognise music.</p>	<p>To know two creation stories and what a Christian/Muslim/Jew would understand from the creation story</p> <p>To know how people look after the world</p> <p>To know why holy books are special, how people can learn from holy books and why they are important to a believer</p> <p>To know a range of sacred texts</p> <p>To know how beliefs and stories from the Bible can have an impact today in people's lives</p> <p>To know the Easter story</p> <p>To know some features of a Church and how they link to the Easter story.</p> <p>To know what they might give up and why if they were to fast</p> <p>To know which food is special to eat at certain times for Muslims and Christians</p> <p>To know about Ramadan and Lent</p> <p>To know why people fast and why it is important to believers</p> <p>To know why forgiveness is important to different religions.</p> <p>To know religious stories that involve forgiveness</p> <p>To know a Christian story and say some things that Christians believe</p> <p>To know what Jesus taught people</p>
PSHE&R		
<p>Relationships:</p> <p>To know about different ways that people meet and make friends</p> <p>To know how to positively resolve arguments between friends</p> <p>To be able to ask for help and when to help someone when they are lonely or upset</p> <p>To know how to play and work cooperatively in different groups and situations</p> <p>To know what bullying is and different types of bullying</p> <p>To be able to resist pressure to do something that feels uncomfortable or unsafe</p>	<p>Living in the Wider World:</p> <p>To know that I can be part of different groups and the role I play in these groups: class, teams, faith groups etc.</p> <p>To know the rights and responsibilities that I have in school and the wider community</p> <p>To know that I belong to different communities as well as the school community and that all members of my community are equal</p> <p>To know what money is and its different forms</p> <p>To know that people are paid money for the jobs they do</p> <p>To know how people make choices about spending money (needs and wants)</p>	<p>Health and Wellbeing:</p> <p>To know that I need routines and habits for maintaining good physical and mental health</p> <p>To know how to describe and share a range of feelings, how to ask for help, and how to help others, with their feelings</p> <p>To be able to describe the human life cycle and how people grow from young to old</p> <p>To be able describe how my needs and body change as I grow up</p> <p>To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines and at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>To know how to respond if there is an accident and someone is hurt and how to get help in an emergency, including how to dial 999 and what to say</p>

Reading	Writing	Maths
<p>Comment on the way characters relate to one another.</p> <p>Know which words are essential in a sentence to retain meaning.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Recognise how commas are used to give more meaning.</p> <p>Recognise inverted commas</p> <p>Recognise:</p> <ul style="list-style-type: none"> plurals pronouns and how used collective nouns adverbs <p>Explain the difference that the precise choice of adjectives and verbs make.</p>	<p>Use conjunctions (when, so, before, after, while, because).</p> <p>Use adverbs (e.g. then, next, soon).</p> <p>Use prepositions (e.g. before, after, during, in, because of).</p> <p>Experiment with adjectives to create impact.</p> <p>Correctly use verbs in 1st, 2nd and 3rd person.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Group ideas into basic paragraphs.</p> <p>Write under headings and sub-headings.</p> <p>Write with increasing legibility, consistency and fluency.</p>	<p>Compare & order numbers up to 1000.</p> <p>Read & write all numbers to 1000 in digits and words.</p> <p>Find 10 or 100 more/less than a given number.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>Recall & use multiplication & division facts for 3, 4, 8 tables.</p> <p>Recognise place value of any 3-digit number.</p> <p>Add and subtract:</p> <ul style="list-style-type: none"> 3-digit nos and ones 3-digit nos and tens 3-digit nos and hundreds <p>Add and subtract: numbers with up to 3-digits using written column method.</p> <p>Estimate and use inverse to check.</p> <p>Multiply: 2-digit by 1-digit</p> <p>Count up/down in tenths.</p> <p>Compare and order fractions with same denominator.</p> <p>Add and subtract fractions with same denominator with whole.</p> <p>Tell time using 12 and 24 hour clocks; and using Roman numerals.</p> <p>Tell time to nearest minute.</p> <p>Know number of days in each month and number of seconds in a minute.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Measure the perimeter of simple 2-D shapes</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials;</p> <p>Recognise 3-D shapes in different orientations and describe them</p> <p>Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn;</p> <p>Identify whether angles are greater than or less than a right angle</p>
Science	Art	DT
<p>Describe the function of the stem, roots, leaves and flowers.</p> <p>Name, locate and describe the functions of the main parts of plants,</p> <p>Discuss the requirements for growth for different plants, e.g. daffodil and cactus</p> <p>Name, locate and describe the functions of the main parts of plants, including those involved in transporting nutrients</p> <p>Name, locate and describe the functions of the main parts of plants, including those involved in transporting water</p> <p>Explain the lifecycle of a flowering plant including pollination, seed formation and seed dispersal.</p> <p>Describe the requirements of plants for life and growth</p> <p>Describe the right type and amount of nutrition in animals, referring to evolutionary changes, e.g. carnivores having more canine teeth.</p> <p>Compare the benefits/ constraints of exo-skeletons and endo skeletons.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and physical properties.</p> <p>Describe how fossils are formed.</p> <p>Describe how soils are made from rocks and organic matter.</p>	<p>Sculpture – observations, technique and control, experimenting, form</p> <p>Plan, create and evaluate a sculpture based on artist/sculptor studied.</p> <p>Pattern in the environment.</p> <p>Shape, form, model and construct</p> <p>Drawing – pencil, charcoal, pastels</p> <p>Experiment with different pencils.</p> <p>Close observation in drawings.</p> <p>Draw both positive and negative shapes.</p> <p>Initial sketches as a preparation for painting.</p> <p>Incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.</p> <p>Colour-Painting-watercolours</p> <p>Make colour wheels</p> <p>Introduce different types of brushes.</p> <p>Techniques-apply colour using dotting, scratching and splashing.</p> <p>Use watercolour paint effectively. Frida Kahlo, Henri Rousseau</p> <p>Artists, architects and designers in history</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison</p>	<p>Design—To use research to inform the design of functional products aimed at particular groups.</p> <p>To generate, develop, model and communicate ideas through discussion and annotated sketches.</p> <p>Make— To use a range of tools to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>To select from and use a wide range of materials (construction materials, textiles and ingredients.)</p> <p>Evaluate— To investigate existing products and to evaluate their own ideas and products.</p> <p>To understand how key events in D&T have shaped the world.</p> <p>Technical knowledge— To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To understand and use mechanical systems such as pneumatics, levers and linkages.</p>

Geography	History	Computing
<p>To know where early civilisations were located and why</p> <p>To know different types of settlements</p> <p>To know why we live where we live today</p> <p>To know where the world's major rainforests are located in the world</p> <p>To know the importance of conservation and sustainability</p> <p>To know physical features of Egypt</p> <p>To know features of the Nile</p> <p>To know the human and physical geography of a rainforest</p> <p>To know the layers of the rainforest</p> <p>To be able to use the correct geographical words to describe a place</p> <p>To be able to use some basic Ordnance Survey map symbols</p> <p>To be able to use grid references on a map</p> <p>To be able to use an atlas by using the index to find places</p> <p>To be able to name a number of countries in the Northern Hemisphere</p> <p>To be able to name and locate the capital cities of neighbouring European countries.</p> <p>To be able to name the areas of origin of the main ethnic groups in the UK in our school.</p> <p>To be able to locate the Tropic of Cancer and the Tropic of Capricorn</p> <p>To be able to describe the main features of a rainforest</p> <p>To be able to explain where rainforests are found and locate them on a map</p>	<p>To know the main differences between the stone, bronze and iron ages</p> <p>To know what is meant by 'hunter-gatherers'</p> <p>To know how people lived in the Stone Age</p> <p>To know what Stone Age cave art was and how it was created</p> <p>To know what Skara Brae is and why it is important</p> <p>To know what life was like in an Iron Age settlement</p> <p>To know how tools changed throughout the Stone Age</p> <p>To know how Britain changed from the beginning of the stone age to the end of the iron age</p> <p>To know who the Ancient Egyptians were</p> <p>To know what life was like in Ancient Egypt</p> <p>To know why and how Pyramids were built</p> <p>To know who Tutankhamun was and why he was significant</p> <p>To be able to describe events from the past using dates</p> <p>To be able to use a timeline within a specific period of history to set out the order that things may have happened</p> <p>To be able to use mathematical knowledge to work out how long ago events happened</p> <p>To be able to use research skills to find answers to specific historical questions</p> <p>To be able to research in order to find similarities and differences between two or more periods of history</p> <p>To be able to explain the importance of the River Nile</p> <p>To be able to describe the different Egyptian Gods and Goddesses</p> <p>To be able to explain how the lives of wealthy people were different from the lives of poorer people</p> <p>To be able to research to find similarities and differences between two or more periods of history</p> <p>To be able to describe events from the past using dates when things happened</p>	<p>Computer Science</p> <p>Write programs that accomplish specific goals</p> <p>Use sequence in programs</p> <p>Work with various forms of input</p> <p>Information Technology</p> <p>Use search technologies effectively</p> <p>Use a variety of software to accomplish given goals</p> <p>Collect information</p> <p>Design and create content</p> <p>Present information</p> <p>Digital Literacy</p> <p>Use technology responsibly</p> <p>Identify a range of ways to report concerns about contact</p>
PE	Music	French
<p>Select and use skills, actions and ideas appropriately.</p> <p>Apply selected skills with coordination and control.</p> <p>Show that they understand tactics by starting to vary how they respond.</p> <p>See how their work is similar to and different from others' work.</p> <p>Use observation to improve their own performance.</p> <p>Give reasons why warming up before an activity is important.</p> <p>Give reasons why physical activity is good for their health.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water based situations</p>	<p>Has sung soh/me/lah phrases following teacher's hand signs</p> <p>Has created and performed a descriptive piece of music in a group</p> <p>Has held own part in a class ostinato building piece using instruments</p> <p>Has found the melody of known songs with limited number of pitches (3-6) on a xylophone or metallophone</p> <p>Has joined in discussions and performance of a class arrangement of a song</p>	<p>Speaking</p> <p>Understand single words.</p> <p>Understand short, simple statements.</p> <p>I can make simple statements.</p> <p>Listening</p> <p>I can repeat single words that I hear.</p> <p>I can answer simple questions.</p> <p>Reading</p> <p>Explore patterns and sounds through rhymes and songs</p> <p>Read single words using appropriate pronunciation</p> <p>Read short sentences using appropriate pronunciation</p> <p>Writing</p> <p>I can copy words correctly.</p> <p>I can complete sentences by inserting single, familiar words.</p>
PSHE&R		
<p>Relationships</p> <p>To be able to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>To know that bullying and hurtful behaviour is unacceptable in any situation</p>	<p>Living in the Wider World</p> <p>To know the reasons for rules and laws in wider society and to understand the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>To be able to identify basic examples of human rights including the rights of children</p>	<p>Health and Wellbeing</p> <p>To know about the choices that people make in daily life that could affect their health</p> <p>To know about habits and that sometimes they can be maintained, changed or stopped</p> <p>To know about the things that affect feelings both positively and negatively</p>

<p>To know what it means to treat others, and be treated, politely</p> <p>To know the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>To know about common myths and gender stereotypes related to work and to discuss and challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>To be able to identify and discuss some of the skills needed to do a job, such as teamwork and decision-making</p> <p>To be able to list my interests, skills and achievements and how these might link to future jobs</p> <p>To be able to discuss and set goals that I would like to achieve this (next?) year e.g. learn a new hobby</p>	<p>To be able to discuss strategies to identify and talk about my feelings and to understand how feelings can change overtime and become more or less powerful</p> <p>To be able to identify basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what I can learn from a setback, remembering what I am good at, trying again.</p> <p>To know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>
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RE- Specific knowledge

<p>To know what a parable is</p> <p>To know how different people describe Jesus and the Buddha</p> <p>To know the teachings of Jesus and the Buddha</p>	<p>To know the symbolic meaning of light</p> <p>To know the story of Diwali and how Hindus celebrate it</p> <p>To know similarities and differences between Diwali celebrated by Sikhs and by Hindus</p> <p>To know what Jews remember at Hanukkah and what the light at Hanukkah symbolises</p>	<p>To know two important symbols found in a synagogue</p> <p>To know how symbols and objects help Jewish people worship</p> <p>To know why Jewish people celebrate Rosh Hashanah, Sukkot and Shabbat</p> <p>To know what the Torah means for Jewish people</p>	<p>To know the meaning of the Prahlada story</p> <p>To know what a Hindu might learn from celebrating Holi</p> <p>To know Hindu beliefs about God</p> <p>To know the significance of the story of Krishna and the story of Vishnu</p>	<p>To know the symbols that represent the 6 major Religions.</p> <p>To know the symbols within Muslim artefacts</p> <p>To know how Muslims use art and symbols within a Mosque</p> <p>To know the significance of the cross in Christianity</p> <p>To know a piece of Christian art</p>	<p>To know what a parable is</p> <p>To know how different people describe Jesus and the Buddha</p> <p>To know the teachings of Jesus and the Buddha</p>
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YEAR 4

Reading	Writing	Maths
<p>Give a personal point of view on a text.</p> <p>Re-explain a text with confidence.</p> <p>Justify inferences with evidence, predicting what might happen from details stated or implied.</p> <p>Use appropriate voices for characters within a story.</p> <p>Recognise apostrophe of possession (plural)</p> <p>Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</p> <p>Explain why a writer has used different sentence types or a particular word order and the effect it has created.</p> <p>Skim & scan to locate information and/or answer a question.</p>	<p>Vary sentence structure, using different openers.</p> <p>Use appropriate choice of noun or pronoun.</p> <p>Use fronted adverbials.</p> <p>Use apostrophe for plural possession.</p> <p>Use a comma after a fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Use commas to mark clauses.</p> <p>Use inverted commas and other punctuation to punctuate direct speech.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Use connecting adverbs to link paragraphs.</p> <p>Write with increasing legibility, consistency and fluency.</p>	<p>Count backwards through zero to include negative numbers.</p> <p>Compare and order numbers beyond 1,000.</p> <p>Compare and order numbers with up to 2 decimal places.</p> <p>Read Roman numerals to 100.</p> <p>Find 1,000 more/less than a given number.</p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Recall and use multiplication and division facts all tables to 12x12.</p> <p>Recognise PV of any 4-digit number.</p> <p>Round any number to the nearest 10, 100 or 1,000.</p> <p>Round decimals with 1dp to nearest whole number.</p> <p>Add and subtract: numbers with up to 4-digits using written column method.</p> <p>Multiply: 2-digit by 1-digit and 3-digit by 1-digit</p> <p>Count up/down in hundredths.</p> <p>Recognise and write equivalent fractions</p> <p>Add and subtract fractions with same denominator.</p> <p>Read, write and convert time between analogue and digital 12 and 24 hour clocks</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Find the area of rectilinear shapes by counting squares</p> <p>Convert between different units of measure e.g. kilometre to metre; hour to minute</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p>

		Solve one-step and two step questions e.g. 'How many more?' And 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
Science	Art	DT
<p>Use the idea that sounds are associated with vibrations, and that they require a medium to travel through</p> <p>To explain how sounds are made and heard</p> <p>Describe the relationship between the pitch of a sound and the features of its source</p> <p>Describe the relationship between the volume of a sound, the strength of the vibrations and the distance from its source</p> <p>Describe the movement of sound waves over distance.</p> <p>Identify appliances that run on mains electricity and those running on batteries.</p> <p>Construct a series circuit using multiple cells, wires and a variety of appliances.</p> <p>Draw different series circuits using own pictorial representations.</p> <p>Explain why a lamp will light or not in a series circuit.</p> <p>Explain the function of a switch in a circuit with a lamp.</p> <p>Describe the composition of electrical equipment (e.g. in wire - metal as a conductor and plastic as an insulator).</p>	<p>Materials – Texture, pattern, print</p> <p>Create visual texture using different marks and tools. Create patterns/motifs with repeated mark making. Evaluate beginning to use artistic language.</p> <p>Compare different fabrics</p> <p>Use tessellation to create work.</p> <p>Colour</p> <p>Plan, create and evaluate a painting.</p> <p>Incorporate what has been found in the painting into creating something.</p> <p>Students refer to the sketch book and use it for planning.</p> <p>Evaluate by beginning to use artistic language.</p> <p>Colour mixing and matching-tint, tone, shade.</p> <p>Colour to reflect mood.</p> <p>Artists, architects and designers in history</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>	<p>Design—To use research to inform the design of functional and appealing products aimed at particular groups.</p> <p>To generate, develop, model and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p> <p>Make— To use a range of tools to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>To select from and use a wider range of materials (construction materials, textiles and ingredients.)</p> <p>Evaluate— To investigate a range of existing products and to evaluate their own ideas and products against their own design criteria.</p> <p>To understand how key events in D&T have shaped the world.</p> <p>Technical knowledge— To understand and use electrical systems such as simple circuits incorporating switches, bulbs, buzzers and motors.</p> <p>Cooking and nutrition— To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook basic savoury and sweet dishes using a range of cooking techniques.</p>
Geography	History	Computing
<p>To know some of the main countries in Europe and their capital cities</p> <p>To know the impact of importing and exporting goods on the environment</p> <p>To know what <i>Fairtrade</i> is and how it impacts on communities globally</p> <p>To know the geographical regions where the Maya civilisation thrived, including present-day Mexico, Guatemala, Belize, Honduras, and El Salvador</p> <p>To know how earthquakes are created</p> <p>To know the major climate zones and their characteristics</p> <p>To know how climate affects daily life, agriculture, and the types of vegetation in different regions</p> <p>To know about the extreme climate conditions in Antarctica</p> <p>To be able to carry out research to discover features of villages, towns or cities</p> <p>To be able to plan a journey to a place in England</p> <p>To be able to collect and accurately measure information (rainfall, temperature etc.)</p> <p>To be able to explain why people may be attracted to live in cities and why people may choose to live in one place rather than another</p> <p>To be able to explain the difference between the British Isles, Great Britain and the UK</p> <p>To be able to find at least six cities in the UK on a map</p> <p>To be able to name some of the main Islands that surround the UK</p> <p>To be able to describe how volcanoes are created and I can locate some of the world's most famous volcanoes</p>	<p>To know the reasons for the Roman invasion of Britain in 43 AD</p> <p>To know the impact of Roman rule on the people and culture of Britain during the Roman occupation</p> <p>To know about Boudicca and her rebellion against Roman rule</p> <p>To know about the significance and purpose of Hadrian's Wall</p> <p>To know key Roman towns in Britain and their functions</p> <p>To know how Britain changed from the iron age to the end of the Roman occupation</p> <p>To know how the Roman occupation of Britain helped to advance British society (language, infrastructure, culture)</p> <p>To know the importance of Roman roads</p> <p>To know Roman architectural innovations and their influence on British architecture (arches and aqueducts)</p> <p>To know various aspects of daily life that reflected Roman culture (baths, villas)</p> <p>To know the religious practices of Roman Britain and how they changed over time</p> <p>To know the significance of the Roman army and the life of Roman soldiers stationed in Britain</p> <p>To know about at least one famous Roman emperor (Septimius Severus - <i>links to Black History</i>)</p> <p>To know the reasons for Roman withdrawal from Britain in 410 AD</p> <p>To know where and when the Ancient Mayan civilisation lived</p> <p>To know that the Maya civilisation was made of city-states with their own rulers, languages and cultures</p> <p>To know various aspects about the Ancient Maya (architecture, hieroglyphics, calendar systems, agriculture, trade, art, mathematics, society structure, daily life, religion and rituals)</p> <p>To know when and how the cacao bean was brought to Europe</p> <p>To know some of the theories surrounding the decline and collapse of the Ancient Maya civilisation</p>	<p>Computer Science</p> <p>Use selection in programs</p> <p>Use simple variables to store information (score and time)</p> <p>Know how to set and change simple variables</p> <p>Write a program for a specific purpose, using different inputs</p> <p>Information Technology</p> <p>Use spreadsheets to analyse data and information</p> <p>Digital Literacy</p> <p>Understand that computers are made up of individual components</p> <p>Know what a computer network is and that the internet is a type of network</p> <p>Understand how the internet works</p> <p>Know how to use search technologies effectively</p> <p>Understand the meaning of plagiarism</p> <p>Recognise examples of cyberbullying</p>

	<p>To know the lasting impact of the Maya civilisation on the modern world</p> <p>To be able to plot events on a timeline using centuries</p> <p>To be able to use my mathematical skills to round up time differences into centuries and decades</p> <p>To be able to explain how historic items and artefacts can be used to help build up a picture of the past</p> <p>To be able to explain how an event from the past has shaped our lives today</p> <p>To be able to explain some of the times when Britain has been invaded</p> <p>To be able to research two versions of an event and explain how they differ</p> <p>To be able to research what it was like for children in a given period of history and present my findings to an audience</p>	
PE	Music	French
<p>Link skills, techniques and ideas appropriately.</p> <p>Apply skills accurately and appropriately in a game.</p> <p>Performance shows precision, control and fluency.</p> <p>Understand tactics and composition.</p> <p>Compare skills, techniques and ideas used in their own and others' work</p> <p>Comment on skills, techniques and ideas used in their own and others' work,</p> <p>Use comparisons and comments to improve their performance.</p> <p>Explain basic safety principles in preparing for exercise.</p> <p>Apply basic safety principles in preparing for exercise.</p> <p>Describe what effects exercise has on their bodies.</p> <p>Describe how exercise is valuable to their fitness and health.</p>	<p>Has improvised a 4 phrase rhythms (clapping) with 3 other children in structure ABAC</p> <p>Has sung a pentatonic song with good intonation alone or with a partner</p> <p>Has sung simple me/soh and doh/ray/me phrases from solfa notation</p> <p>Has tapped a 4 beat rhythm accurately including quavers, crotchets and crotchet rest</p> <p>Has made up and performed a sound picture in a small group</p> <p>Has adapted and performed a playground song in a small group</p>	<p>Speaking:</p> <p>Understand more complex words.</p> <p>Learn to listen to longer passages</p> <p>understand more of what is heard by picking out key words and phrases</p> <p>Listening:</p> <p>Pronounce familiar words accurately.</p> <p>Speak in simple sentences about familiar topics.</p> <p>Ask and answer questions using full sentences.</p> <p>Reading:</p> <p>Read more complex words.</p> <p>Read longer statements</p> <p>Writing:</p> <p>Copy short sentences correctly.</p> <p>Spell familiar words correctly</p>
PSHE&R		
<p>Relationships</p> <p>To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>To be able to recognise differences between people such as gender, race, faith, shared values, likes and dislikes, aspirations</p> <p>To know about the importance of respecting the differences and similarities between people</p> <p>To be able to use vocabulary to sensitively discuss difference and include everyone</p> <p>To know how to manage pressures associated with dares</p> <p>To know when it is right to keep or break a confidence or share a secret</p>	<p>Health and Wellbeing</p> <p>To be able to identify a wide range of factors that maintain a balanced healthy lifestyle, physically and mentally</p> <p>To know how to maintain oral hygiene and dental health</p> <p>To know strategies to manage the changes during puberty including menstruation</p> <p>To know the importance of personal hygiene routines during puberty</p> <p>To be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>To be able to identify some of the risks associated with drugs common to everyday life</p>	<p>Living in the Wider World</p> <p>To know about the different groups that make up and contribute to a community</p> <p>To know about the individuals and groups that help the local community, including through volunteering and work</p> <p>To know how people make spending decisions based on budget, values and needs</p> <p>To know how people keep track of money and why it's important to know how much is spent</p> <p>To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them.</p> <p>To know that how people spend money can have positive or negative effects on others</p>
RE- Specific knowledge		
<p>To know how beliefs and stories from the Bible can have an impact today in people's lives</p> <p>To know how Christians use the bible at home and in Church.</p> <p>To know the story of Joseph and explain the meaning for Jews, Muslims and Christians</p>	<p>To know that different people have different beliefs about God</p> <p>To know Hindu god characteristics shown through symbolic pictures</p> <p>To know some of the things Hindu people do when worshipping at home and in a Mandir</p> <p>To know the correct vocabulary to describe Hindu rituals and beliefs.</p>	<p>To know why a person attends a place of worship</p> <p>To know similarities and differences between different places of worship in my neighbourhood</p> <p>To know what is important in religious practices in Southwark</p>
		<p>To know why Easter is so special to Christians</p> <p>To know what Christians do to celebrate Easter</p> <p>To know Easter symbols</p> <p>To know what the most important part of Easter is for a range of Christians, giving reasons.</p>
		<p>To know religious symbols and objects</p> <p>To know the story of St Francis and explain who influenced him</p> <p>To know the story of Pandurang and explain who influenced him</p>
		<p>To know what vows mean to others and to myself.</p> <p>To know Muslim and Hindu Marriage rituals.</p> <p>To know my views and opinions on marriages and explain what is important to me and why</p>

Reading	Writing	Maths
<p>Summarise main points of an argument or discussion within their reading and make up their own mind about issue/s.</p> <p>Compare between two texts</p> <p>Appreciate that people use bias in persuasive writing.</p> <p>Appreciate how two people may have a different view on the same event.</p> <p>Draw inferences and justify with evidence from the text.</p> <p>Vary voice for direct or indirect speech.</p> <p>Recognise clauses within sentences.</p> <p>Explain how and why a writer has used clauses to add information to a sentence.</p> <p>Use more than one source when carrying out research.</p> <p>Create a set of notes to summarise what has been read.</p>	<p>Add phrases to make sentences more precise and detailed.</p> <p>Use a range of sentence openers – judging the impact or effect needed.</p> <p>Begin to adapt sentence structure to text type.</p> <p>Use pronouns to avoid repetition.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).</p> <p>Use the following to indicate parenthesis:</p> <ul style="list-style-type: none"> brackets dashes comma <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Link clauses in sentences using a range of subordinating and coordinating conjunctions.</p> <p>Use verb phrases to create subtle differences (e.g. she began to run).</p> <p>Consistently organise into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Write legibly, fluently and with increasing speed.</p>	<p>Count forwards and backward with positive and negative numbers through zero.</p> <p>Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>Compare and order numbers up to 1,000,000.</p> <p>Compare and order numbers with 3 decimal places.</p> <p>Read Roman numerals to 1,000.</p> <p>Identify all multiples and factors, including finding all factor pairs.</p> <p>Use known tables to derive other number facts.</p> <p>Recall prime numbers up to 19.</p> <p>Recognise and use square numbers and cube numbers.</p> <p>Recognise place value of any number up to 1,000,000.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.</p> <p>Round decimals with 2 decimal places to nearest whole number and 1 decimal place.</p> <p>Add and subtract: numbers with more than 4-digits using formal written method.</p> <p>Use rounding to check answers.</p> <p>Multiply: 4-digits by 1-digit/ 2-digit</p> <p>Divide: Up to 4-digits by 1-digit</p> <p>Multiply & divide: Whole numbers & decimals by 10, 100 and 1,000</p> <p>Recognise and use thousandths.</p> <p>Recognise mixed numbers and improper fractions and convert from one to another.</p> <p>Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Identify and write equivalent fractions.</p> <p>Solve time problems using timetables and converting between different units of time.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of squares and rectangles including using standard units</p> <p>Solve problems involving converting between units of time convert between different units of metric measure</p> <p>Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations draw given angles, and measure them in degrees</p> <p>Complete, read and interpret information in tables, including timetables solve comparison, sum and difference problems using information presented in a line graph</p>
Science	Art	DT
<p>Describe how animals reproduce sexually but plants can reproduce sexually and asexually.</p> <p>Compare the life cycle of mammals, amphibians, insects and birds.</p> <p>Compare humans at different stages of human development.</p>	<p>Drawing: charcoal - line, texture</p> <p>Study of an architect</p> <p>Drawing with perspective - Using a 1 or 2 point perspective line.</p> <p>Drawing 3D shapes</p> <p>Exploring pencil choices, line and shadow (sketching techniques: crosshatching, shading etc) to create a foreground and background.</p>	<p>Design—To use research and develop design criteria to inform the design of functional and appealing products aimed at particular groups.</p> <p>To generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional diagrams and exploded drawings.</p> <p>Make— To use a wider range of tools to perform practical tasks such as cutting, shaping, joining and finishing.</p>

<p>Group and identify materials in different ways according to their properties, based on first hand observation; and justify the use of different everyday materials for different uses, based on their properties</p> <p>Name common materials that will dissolve in liquid to form a solution and describe how to recover the substance from a solution.</p> <p>Describe how to separate mixtures and solutions into their components</p> <p>Describe the most appropriate material to use to complete a given task based on evidence from comparative testing.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Classify changes that are irreversible giving reasons for their choices.</p> <p>Describe how all planets, within the Solar System, orbit the Sun</p> <p>Describe how the appearance of the Moon changes as it orbits the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Explain the Earth's rotation around a stationary sun creates the apparent movement of the Sun across the sky.</p> <p>Explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night</p> <p>Describe the effects of gravity</p> <p>Describe the effects of simple forces that involve contact (air and water resistance, friction) and gravity</p> <p>Explain when a lever, pulley or gear could be used to allow a smaller force to have a greater effect.</p>	<p>Observational sketches from real life</p> <p>Using different mediums to create different textures</p> <p>Colours</p> <p>Children are to create a sketch book, record, revisit and review their ideas.</p> <p>Incorporate a mixture of hues, tints, tones and shades.</p> <p>Use colour to convey mood.</p> <p>Use a range of materials (e.g. pencil, charcoal, paint, pastels) to create work.</p> <p>Review and revisit their work. Critically evaluate and edit (paint over their work).</p> <p>Recreate a well-known piece or an element of the piece.</p> <p>Use the colour wheel to use "harmonious colours" and "contrasting colours"</p> <p>Artists, architects and designers in history</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Refer to artists, architects and designers in history to explain choices</p>	<p>To select from and use a wider range of materials (construction materials, textiles and ingredients) according to their functional properties and aesthetic qualities.</p> <p>Evaluate— To investigate and analyse existing products by carrying out independent research.</p> <p>To evaluate their ideas and products against their own design criteria and consider others views to improve their work.</p> <p>To understand how key events and individuals in D&T have shaped the world.</p> <p>Technical knowledge— To apply their understanding of how to strengthen, stiffen and reinforce more complex structures to develop and analyse their own products.</p> <p>To understand and use mechanical systems such as pulleys, gears, cams, levers and linkages.</p>
Geography	History	Computing
<p>To know the geographical regions where the Anglo-Saxons and Vikings settled in Britain</p> <p>To know the types of settlements established by the Anglo-Saxons and Vikings (towns, villages, farmsteads)</p> <p>To know the importance of rivers and coastlines in the choice of settlement locations</p> <p>To know why many cities are located on or close to rivers</p> <p>To know why people are attracted to live by rivers</p> <p>To know the significance of ports and harbours in the UK for domestic and international trade</p> <p>To know Britain's key trading partners including EU nations</p> <p>To know how different trade networks connect Britain with the rest of the world</p> <p>To know how countries depend on one another for goods and resources due to trade</p> <p>To know the difference between imports and exports</p> <p>To be able to plan a journey to another place in the world, taking account of distance and time</p> <p>To be able to explain the course of a river</p> <p>To be able to name and locate many of the world's most famous rivers in an atlas.</p> <p>To be able to name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>To be able to explain how a location fits into its wider geographical location with reference to human and economical features.</p>	<p>To know that Anglo-Saxon kingdoms created some of our county boundaries today</p> <p>To know why the Vikings and Anglo-Saxons were often in conflict</p> <p>To know how and when the end of Anglo-Saxon and Viking rule came about</p> <p>To know how the River Thames has been used throughout history</p> <p>To know how the River Thames supported the Tower of London</p> <p>To know the historical significance of the London Docklands</p> <p>To know about a significant historical trade route/network</p> <p>To know the major changes that took place in the Victorian Era</p> <p>To know the positive and negative impact of the British Empire on the world</p> <p>To be able to draw a timeline with different historical periods showing key historical events or lives of significant people</p> <p>To be able to compare two or more historical periods; explaining things which changed and things which stayed the same</p> <p>To be able to summarise how Britain has had a major influence on the world</p> <p>To be able to test out a hypothesis in order to answer questions</p> <p>To be able to summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</p> <p>To be able to summarise the main events from a period of history, explaining the order of events and what happened</p> <p>To be able to identify and explain differences, similarities and changes between different periods of history</p>	<p>Computer Science</p> <p>Use repetition in programs</p> <p>Know how to set or change an object's co-ordinate position, speed and direction</p> <p>Plan and test algorithms and programs, detecting and correcting errors as needed and to debug programs</p> <p>To use variables in programs, adding if statements and program outputs</p> <p>Information Technology</p> <p>Design and create media that accomplishes specific goals</p> <p>Digital Literacy</p> <p>Know that networks provide multiple services, including the world wide web</p> <p>Understand that networks offer opportunities for communication and collaboration Appreciate how search results are selected and ranked</p> <p>Evaluate the reliability of digital content</p> <p>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
PE	Music	French
<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p>	<p>Can improvise vocally using dm or sml phrases</p> <p>Has held a steady rhythmic part in a 3 or 4 part class piece</p> <p>Has sung a two part song in a small group of 4-6 people</p>	<p>Listening:</p> <p>Follow instructions.</p> <p>I can write down the main points from short passages and conversations.</p> <p><i>For Greater Depth:</i> I can transcribe sentences with opinions.</p>

<p>When performing, they draw on what they know about strategy, tactics and composition.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Modify and refine skills and techniques to improve their performance.</p> <p>Explain how the body reacts during different types of exercise.</p> <p>Can warm up and cool down in ways that suit the activity.</p> <p>Explain why regular, safe exercise is good for their fitness and health.</p>	<p>Has played a tuned instrument as part of an instrumental class performance of a known song</p> <p>Has understood and played some dms chords</p> <p>Explore historical context of music (link with International Week)</p>	<p>Speaking:</p> <p>Answer questions with more accurate pronunciation.</p> <p>Ask more complex questions including arrange of range of subordinating conjunctions</p> <p>Give more detailed answers to questions using opinions.</p> <p>Reading:</p> <p>Look up the meaning of simple unknown words in a dictionary.</p> <p>Identify the main points from complex sentences which include peoples' opinions.</p> <p>Writing:</p> <p>Write simple sentences.</p> <p>Record opinions on familiar topics.</p>
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PSHE&R

<p>Relationships</p> <p>To know what makes a healthy friendship and how I can make people feel included</p> <p>To know strategies to positively resolve disputes and reconcile differences in friendships</p> <p>To know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>To be able to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>To know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret they are worried about</p> <p>To can recognise that everyone should be treated equally</p>	<p>Health and Wellbeing</p> <p>To know some healthy sleep strategies and how to maintain them</p> <p>To know how medicines can contribute to health and how allergies can be managed</p> <p>To know how to recognise, respect and express my individuality and personal qualities</p> <p>To be able to think of ways to boost my mood and improve emotional wellbeing</p> <p>To be able to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>To know how to respond in an emergency, including when and how to contact different emergency services FGM should be mentioned as part of this lesson - To know what to do and whom to tell if I think I am or someone I know might be at risk of FGM</p>	<p>Living In The Wider World</p> <p>To be able to express my own opinions about my responsibility towards the environment</p> <p>To know how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>To be able to identify jobs that they might like to do in the future</p> <p>To be able to discuss elements that might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family and values</p> <p>To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>
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RE- Specific knowledge

<p>Know what different religions believe about the existence of God/ Gods.</p> <p>Know what Humanists believe about God.</p> <p>Know that God might be represented in different ways in different religions</p>	<p>Know that there are differences between Matthew and Luke's account of the birth of Jesus</p> <p>Know what happens during advent</p> <p>Know what Epiphany means and how it is celebrated.</p> <p>Know that Christmas traditions vary across the world</p> <p>Know that some stories have been developed from the Christmas story.</p>	<p>Know what 'temptation' means and how this may influence behaviour.</p> <p>Know some stories where characters have been influenced by inner forces</p> <p>Know that some people have suffered for their beliefs</p>	<p>Know that Christians learn from Bible stories</p> <p>Know that different organisations reflect the teachings of Jesus.</p> <p>Know some of the key concepts that Jesus taught about: forgiveness, giving, honesty etc.</p> <p>Know that Jesus set an example for others to follow.</p>	<p>know how members of different religious groups or individuals (including myself) might give answers about the meaning and purpose of life.</p> <p>Know that different religions may share views but also may have different views on the same topic.</p>	<p>Know who Muhammad is and the events that changed his life.</p> <p>Know why the Qur'an is important to Muslims.</p> <p>Know how Muslims treat the Qur'an</p> <p>Know that Muhammad's actions have affected the way Muslims live their lives.</p>
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YEAR 6

Reading	Writing	Maths
<p>Refer to text to support opinions and predictions.</p> <p>Give a view about choice of vocabulary, structure, etc.</p> <p>Distinguish between fact and opinion.</p> <p>Appreciate how a set of sentences has been arranged to create maximum effect.</p> <p>Recognise:</p> <p> complex sentences with more than one subordinate clause phrases which add detail to sentences</p> <p>Explain how a writer has used sentences to create particular effects.</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Use a sentence structure and layout matched to requirements of text type.</p> <p>Use semicolon, colon or dash to mark the boundary between independent clauses.</p> <p>Use colon to introduce a list and semicolon within a list.</p> <p>Use correct punctuation of bullet points.</p>	<p>Use negative numbers in context and calculate intervals across zero.</p> <p>Compare and order numbers up to 10,000,000.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Identify the value of each digit to 3 decimal places.</p> <p>Use knowledge of order of operations to carry out calculations involving four operations.</p> <p>Multiply: 4-digit by 2-digit</p> <p>Divide: 4-digit by 2-digit</p> <p>Add and subtract fractions with different denominators and mixed numbers.</p>

<p>Skim and scan to aide note-taking.</p>	<p>Use hyphens to avoid ambiguity. Use a full range of punctuation matched to requirements of text type. Use a wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person. Write legibly, fluently and with increasing speed.</p>	<p>Multiply simple pairs of proper fractions, writing the answer in the simplest form. Divide proper fractions by whole numbers. Calculate % of whole number.</p> <p>Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places Express missing number problems algebraically find pairs of numbers that satisfy number sentences involving two unknowns Use simple formulae generate and describe linear number sequences Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places Where appropriate recognise that shapes with the same areas can have different perimeters and vice versa Calculate the area of parallelograms and triangles Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Draw 2-D shapes using given dimensions and angles Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Describe positions on the full coordinate grid all four quadrants Draw and translate /rotate simple shapes on the coordinate plane, and reflect them in the axes. Interpret and construct pie charts and line graphs and use these to solve problems Solve problem involving selecting, processing, presenting and interpreting data, using ICT where appropriate Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts; draw conclusions Calculate and interpret the mean as an average</p>
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Science	Art	DT
<p>Choose own criteria for classifying plants and animals by characteristics and justify groupings. Use the observable features of plants, animals and microorganisms to group, classify and identify them into broad groups, using keys or other methods Recognise that fossils can tell us that things have changed over time. Describe variations in offspring and recognise that offspring do vary to adults. Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved and provide evidence for evolution Name and describe the functions of the main parts of the circulatory systems Describe the effects of diet, exercise, drugs and lifestyle on how the body functions Describe how water and nutrients are transported within the human body.</p>	<p>Form, sculpture-experimenting As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language. Artists, architects and designers in history Continuously refer back to artists, architects and designers in history for inspiration or comparison through units.</p>	<p>Design—To use research and develop design criteria to inform the design of innovative, functional and appealing products aimed at particular groups. To generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional diagrams, exploded drawings and prototypes. Make— To use a wider range of tools to perform practical tasks such as cutting, shaping, joining and finishing accurately. To select from and use a wider range of materials (construction materials, textiles and ingredients) according to their functional properties and aesthetic qualities. Evaluate— To investigate and analyse existing products by carrying out independent research including out of school surveys. To evaluate their ideas and products against their own design criteria and consider others views to improve their work and adapt it further. To understand and evaluate how key events and individuals in D&T have shaped the world. Cooking and nutrition— To understand, apply and reflect upon the principles of a healthy and varied diet.</p>

<p>Understand that light appears to travel in straight lines and travels in wave movements. Use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects Use pictorial representation how light travels from a source to eyes via a reflective surface. Explain why shadows have the same shape as opaque objects. Describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams e.g. more bulbs = bulbs shining brighter. Apply knowledge of series circuits to everyday usages, e.g. door bells complete a series circuit. Draw series circuits including all components and voltage capacity of cells.</p>		<p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. To prepare and cook a range of savoury and sweet dishes using a range of cooking techniques.</p>
Geography	History	Computing
<p>To know the environmental impact of WW2, including damage to landscapes, cities and ecosystems To know the geographical features of Ancient Greece, including its city-states, islands and its proximity to the Mediterranean Sea To know the geographical diversity of Greece, including mountains, coastlines and islands To know the different climate zones and biomes around the world To know how human activities such as deforestation and pollution can impact living things To be able to use Ordnance Survey symbols and 6 figure grid references To be able to answer questions by using a map To be able to use maps, aerial photos and e-resources to describe what a locality might be like To be able to describe how some places are similar and dissimilar in relation to their human and physical features To be able to name the largest desert in the world and locate desert regions in an atlas To be able to identify and name the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles To be able to calculate time differences around the world.</p>	<p>To know when WW2 occurred, its duration; and the reasons why WW2 it happened (territorial disputes, Treaty of Versailles, rise of fascism) To know about significant people and their roles in WW2 (Winston Churchill, Adolf Hitler, etc.) To know what life was like in Britain during WW2 (the Blitz, evacuation, rationing, blackout measures) To know significant battles and events (D-Day, Battle of Britain) To know the contribution of women during the war To know how the war ended and about the formation of the UN To know about the significance of Remembrance Day To know about Charles Darwin and his work in the 19th Century, including his book and its impact To know about other historical scientists who contributed to our understanding of evolution and inheritance, such as Alfred Russel Wallace To know about Darwin's voyage on the HMS Beagle and what he discovered To know historical and contemporary ethical and moral perspectives related to the study of evolution To know key city-states like Athens and Sparta and their differences in government, culture and daily life To know that the concept of democracy originated in Athens To know why Ancient Greece is considered an advanced society (government, philosophy, architecture, warfare, etc.) To know the link between the Ancient Greece and the modern Olympics To know the legacy of Ancient Greece and its impact on the world (in areas like politics, philosophy, art and language) To be able to place features of historical events and people from the past societies and periods in a chronological framework To be able to summarise how Britain has had a major influence on the world To be able to explain how our locality has changed over time To be able to identify and explain propaganda To be able to describe a key event from Britain's past using a range of evidence from different sources To be able to describe the features of historical events and way of life from periods I have studied; presenting to an audience To be able to explain how Parliament affects decision making in England To be able to describe how crime and punishment has changed over a period of time</p>	<p>Computer Science Use variables in more complex ways Manipulate inputs to create useful outputs Use logical reasoning to explain how simple algorithms work Design and create a game, app and / or model, incorporating variables and different forms of input and output Information Technology Use and combine a variety of software (including internet services) to design and create content that accomplishes given goals. Undertake creative projects with challenging goals e.g. a blog Analyse the effectiveness and impact of a creative project Digital Literacy Understand the implications of copyright Know the potential impact of different forms of online communication Understand the hidden costs of app usage and in-app purchasing Learn the importance of creating effective passwords Recognise ways in which the internet and social media can be used both positively and negatively Recognise the impact of bullying, including offline and online, and the consequences of hurtful behaviour Recognise how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
PE	Music	French

<p>Select and combine skills, techniques and ideas. Apply combined skills in ways that suit the activity, with consistent precision, control and fluency. Draw on what they know about strategy, tactics and composition to plan their own and others' work. When planning their own and others' work they can draw on what they know about responses to changing circumstances, and what they know about their own and others' strengths and weaknesses. Analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance. Suggest ways to improve based on analysis of skills. Explain how to prepare for, and recover from, the activities. Explain how different types of exercise contribute to their fitness and health. Describe how they might get involved in other types of activities and exercise.</p>	<p>From listening to music can identify and articulate musical elements and their function within the piece Has composed a song in the children's tradition and performed it in a group Has recognised the association of music with particular occasions, places and historic periods Has tapped 2 bar compound time (6/8) rhythm phrases including rests</p>	<p>Listening Identify the main points in longer dialogues and passages Learn to pick out familiar words from short texts Speaking Learn to recall previously learnt language and incorporate it with new language Present simple descriptions of people, places and objects using a range of subordinating conjunctions Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading Understand the main points of songs, poems and stories in French. Use a dictionary to correctly look up words I do not understand. Tackle unknown words/phrases with increased accuracy by applying including awareness of accents, silent letters Writing Write a paragraph describing people, places and objects. Memorise the main forms of the verbs <i>to have</i>, <i>to be</i>, and <i>to go</i> in the present and past tense.</p>
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PSHE&R

<p>Relationships To be able to constructively challenge points of view I disagree with To be able to compare the features of a healthy and unhealthy friendship To know what it means to be attracted to someone and different kinds of loving relationships To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults To be able to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable To know what consent means and how to seek and give/not give permission in different situations</p>	<p>Health and Wellbeing To be able to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support To be able to identify where I and others can ask for help and support with mental wellbeing in and outside school To know about the changes that may occur in life including death, and how these can cause conflicting feelings To be able to recognise some of the changes as I grow up e.g. increasing independence To be able to discuss the transition to secondary school and how this may affect my feelings To know some practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p>	<p>Living In The Wider World To know to differentiate between prejudice and discrimination To know how stereotypes are perpetuated and how to challenge this To know why people choose to communicate through social media and some of the risks and challenges of doing so To know that social media sites have age restrictions and regulations for us To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money To know some of the common risks associated with money, including debt, fraud and gambling</p>
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RE- Specific Knowledge

<p>To know the roles and duties of religious leaders in several religions To know the role of religious leaders in UK government and worldwide politics To know the name of leaders in both religious and secular communities</p>	<p>To know ideas and beliefs from different religions on life and death To know similarities and differences between how different religions view life after death.</p>	<p>To know the vocabulary to describe and compare practices and experiences involved in belonging to different religious groups To know why many people belong to a religion To know how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p>	<p>To know what practices and experiences may be involved in belonging to different churches at Easter To know why people belong to Christianity, and the difference that Easter celebrations makes a to their lives To know how different Christians mark Easter as an important festival</p>	<p>To know about different art forms used in Christianity to express beliefs about God; To know about the symbolic importance of colours and music in Christianity, with specific examples</p>	<p>To know two or more religions and their celebrations, and their specific religious and cultural practices. To know that some practices are forbidden in some religions yet celebratory in others</p>
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