

NATIONAL CURRICULUM SUBJECT KNOWLEDGE COVERAGE: Teachers should refer to the full NC document for details of objectives.

	Y1	Y2	Y3	Y4	Y5	Y6
MATHS	<p>NUMBER: Place Value – Numbers to 100. Addition/ Subtraction – to 20 Multiplication/ Division – concrete objects. Fractions – half, quarter. Measurement – compare using non standard units; language of measure (including time); currency; days/ months; tell the time – hour/ half past (analogue). Geometry – common 2D/ 3D shapes; position/ direction/ movement.</p>	<p>NUMBER: Place Value – value of digits in 2 digit numbers to 100. Addition/ Subtraction – to 100; inverse. Multiplication/ Division – x2 x5 x10; multiply/ divide within xtables. Fractions – 1/3, ¼, 2/4, ¾; equivalence 2/4 = ½ ; ½ of a number. Measurement –standard units (m/ cm/ kg/ g/ °C / l/ ml/ £; combine coins; minutes in hour/ hours in day; tell the time – 5 minutes/ quarter past/to (analogue) Geometry – properties of 2D and 3D shapes; patterns; rotation/ quarter/ half/ threequarters turn (clockwise/ anticlockwise). Statistics: pictograms/ tally charts/ block diagrams/ simple tables; interrogate data.</p>	<p>NUMBER: Place Value – Value of digits in 3 digit numbers to 1000. Addition/ Subtraction – 3 digit numbers; column addition. Multiplication/ Division – x3 x4 x8; multiply 2 digit by 1 digit; scaling. Fractions – unit fractions; tenths; equivalence – small denominators; add/ subtract fractions with same denominator; compare and order unit fractions. Measurement –standard units (m/ cm/ mm/ kg/ g/ l ml); perimeter; 24-hour clocks; time to the nearest minute; seconds in a minute/ days in months/ years. Geometry – draw and make 2D/ 3D shapes; angles; right angles; horizontal/ vertical/ parallel/ perpendicular. Statistics: bar charts/ pictograms/ tables; 1 and 2 step questions.</p>	<p>NUMBER: Place Value – Value of digits in 4 digit numbers; rounding; Roman numerals. Addition/ Subtraction – 4 digit numbers; column addition and subtraction. Multiplication/ Division – all xtables; factor pairs; formal method 2/3 digit x 1 digit. Fractions – equivalence – families; hundredths; decimal equivalents of tenths/ hundredths; divide by 10/ 100; round decimals. Measurement – convert (km- m; hr – min); perimeter rectilinear shapes; area by counting squares; convert analogue – digital. Geometry – quadrilaterals; compare and classify; angles - acute/ obtuse; order; lines of symmetry; positions on 2D grid (1st quadrant); translation; complete a polygon. Statistics: discrete and continuous data; comparison/ sum and difference; bar charts/ time graphs.</p>	<p>NUMBER: Place Value – Value of digits in 7 digit numbers to 1,000,000; negative numbers. Addition/ Subtraction – >4 digits. Multiplication/ Division – multiples and factors; prime/ composite numbers; formal long multiplication – 4 digit x 2 2 digit. Formal short division – 4 digit by 1 digit; x10, 100, 1000; square/ cube numbers; scaling by fractions; rates. Fractions – compare and order; convert mixed numbers- improper fractions; multiply fractions and mixed numbers by whole numbers; convert decimals to fractions; recognise %. Measurement –convert (cm-m/ cm -mm/ g – kg/ l-ml); convert metric- imperial; area - cm², m²; estimate volume. Geometry – 3D; angles - measure and draw/at a point/ on a line; regular/ irregular polygons. Reflection and translation on a grid. Statistics: line graphs – comparison/ sum and difference; timetables.</p>	<p>NUMBER: Place Value – Value of digits in 8 digit numbers to 10,000,000. Multiplication/ Division – Formal long/ short division – 4 digit by 2 digit. Fractions – simplify; convert to equivalent fractions; compare and order including >1; multiply fractions; divide by whole numbers; convert fractions to decimals; x ÷ 10/ 100/ 1000; multiply decimal numbers by whole numbers; convert between fractions/ decimals/ percentages. Measurement – convert units (up to 3dp); compare areas/ perimeters; formulae for area/ volume; area parallelograms/ triangles; volume of cubes/ cuboids - cm³ Geometry – draw 2D accurately; nest of 3D; find unknown angles; parts of circle; vertically opposite angles; full coordinate grid; reflect and translate on full grid. Statistics: interpret and construct pie charts/ line graphs; mean as average. Ratio: calculate %; scale factors; relative sizes. Algebra: simple formulae; missing number problems; possible combinations.</p>

<p>ENGLISH</p> <p>APPENDIX 2</p> <p>(Vocabulary Grammar and Punctuation)</p>	<p>WORD: Regular plural noun suffixes; suffixes added to verbs; using prefix un</p> <p>SENTENCE: Combining words to make sentences; joining clauses using and.</p> <p>TEXT: sequencing sentences to form short narratives.</p> <p>PUNCTUATION: Separation of words with spaces; introduction to capital letters/ full stops/ question marks/ exclamation marks.</p> <p><i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</i></p>	<p>WORD: Formation of nouns and adjectives using suffixes; Turning adjectives into adverbs using -ly; Using -er -est for adjectives.</p> <p>SENTENCE: Subordination (when, if, that, because); coordination (or, and, but); expanded noun phrases; statement/ question/ exclamation/ command.</p> <p>TEXT: Consistent use of present/ past tense; present and past progressive.</p> <p>PUNCTUATION: Capital letters/ full stops/question marks/exclamation marks; commas in a list; apostrophes for omission and singular possession.</p> <p><i>noun, noun phrase, statement, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past/ present) apostrophe, comma.</i></p>	<p>WORD: Formation of nouns using a range of prefixes; Use of a/ an; Word families based on common words, showing how words are related in form and meaning.</p> <p>SENTENCE: Expressing time, place and cause using conjunctions, adverbs, or prepositions.</p> <p>TEXT: Paragraphs as a way to group related material; Headings and sub-headings to aid presentation; Present perfect form of verbs.</p> <p>PUNCTUATION: Inverted commas to punctuate direct speech.</p> <p><i>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</i></p>	<p>WORD: Plural and possessive –s; Standard English forms.</p> <p>SENTENCE: Expanded Noun phrases; Fronted adverbials.</p> <p>TEXT: Paragraphs to organise ideas around a theme; Appropriate choice of pronoun or noun.</p> <p>PUNCTUATION: Inverted commas/ other punctuation; Apostrophes to mark plural possession; Use of commas after fronted adverbials.</p> <p><i>determiner, pronoun, possessive pronoun, adverbial.</i></p>	<p>WORD: Nouns or adjectives into verbs; Verb prefixes.</p> <p>SENTENCE: Relative clauses; Possibility using adverbs/ modal verbs.</p> <p>TEXT: Devices for cohesion within paragraphs; Adverbials to linking ideas in paragraphs</p> <p>PUNCTUATION: Parenthesis - brackets, dashes, commas; Use of commas to clarify meaning or avoid ambiguity.</p> <p><i>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</i></p>	<p>WORD: Vocabulary and structure of informal/ formal speech/ writing; Synonyms and antonyms.</p> <p>SENTENCE: Use of the passive; structures typical of formal / informal; question tags; subjunctive;</p> <p>TEXT: Linking ideas across paragraphs using a wider range of cohesive devices. Ellipsis; Layout devices to structure text.</p> <p>PUNCTUATION: Semi-colon, colon and dash to mark independent clauses. Colon to introduce a list. Semi-colons within lists. Punctuation of bullet points in lists. Hyphens to avoid ambiguity.</p> <p><i>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</i></p>
---	--	---	--	--	--	---

SCIENCE	<p>Plants – common plants including deciduous/ evergreen trees; basic structure of flowering plants.</p> <p>Animals, incl. humans – common animals – fish, amphibians, reptiles, birds, mammals; omnivores/ carnivores; structure; human senses.</p> <p>Materials - identify common materials; physical properties.</p> <p>Seasonal Changes – plants; seasonal weather; day length.</p>	<p>Plants – basic requirements for growth.</p> <p>Animals, incl. humans – concept of reproduction; basic survival needs; importance of human exercise, diet, hygiene.</p> <p>Living things and their habitats – compare living/ dead/ never been alive; variations in habitats including microhabitats; interdependence of animals/ plants; simple food chains.</p> <p>Materials suitability of everyday materials; changing by squashing/ bending/ twisting/ stretching.</p>	<p>Plants – parts of flowering plants; requirements for growth; water transport; reproduction.</p> <p>Animals, incl. humans – nutrition; skeletal system.</p> <p>Rocks – compare and group; fossil formation; soils.</p> <p>Light – light and seeing; reflection; shadow formation.</p> <p>Forces and magnets – how things move; magnetic attraction/ repulsion; compare and group materials; two poles of a magnet.</p>	<p>Living Things and their Habitats – grouping; classification keys; local/ wider environment.</p> <p>Animals, including humans digestive system; teeth; food chains – producers, predators, prey.</p> <p>States of Matter – comparing and grouping (Solids. Liquids. Gases); heating/ cooling; water cycle (evaporation/ condensation).</p> <p>Sound – formation through vibrations; pitch; volume; distance.</p> <p>Electricity – identify electrical appliances; simple series circuits (cells, wires, bulbs, switches, buzzers); switches; conductors/ insulators.</p>	<p>Living things and their habitats – Life cycles (mammal, amphibian, reptile, insect, bird); reproduction (some plants/ animals).</p> <p>Animals including humans: Changes as humans age.</p> <p>Materials – compare and group materials; solubility; dissolving; separating mixtures (filtering, sieving, evaporating); uses of materials; irreversible/ reversible changes.</p> <p>Earth and Space – day/ night; movement of Sun, Earth, Moon.</p> <p>Forces – gravity; air/ water resistance; friction; mechanisms – levers, pulleys, gears.</p>	<p>Living things and their habitats - Grouping and classifying organisms (including microorganisms).</p> <p>Animals including Humans: Circulatory system; impact of diet/ exercise/ drugs; transport of nutrients/ water.</p> <p>Evolution and inheritance – fossil record; variation; adaptive evolution.</p> <p>Light – travels in straight lines; science of sight; reflection and shadows.</p> <p>Electricity – brightness of bulbs/ volume of buzzer; functions of components in circuits; symbols in circuit diagrams.</p>
----------------	---	---	---	---	---	---

NATIONAL CURRICULUM FOUNDATION SUBJECTS

	Y1	Y2	Y3	Y4	Y5	Y6
ART and DESIGN	<p>Drawing Observe objects and represent what is seen by starting a sketch book.</p> <p>Painting. Know and demonstrate which primary colours mix to make secondary colours.</p> <p>Printing Print with a variety of objects and know what relief printing is.</p>	<p>Drawing Observe objects and represent what is seen by showing more control over the mark made with a variety of media</p> <p>Painting. Know and demonstrate how to colour match to real objects – e.g. colour swatches, pieces of fruit.</p> <p>Sculpture Learn about the work and life of Charles McGee. Create a 3d sculpture based on the work of Charles McGee.</p>	<p>Drawing Observe objects and represent what is seen by drawing for sustained periods of time.</p> <p>Painting. Know and demonstrate that a paintbrush can be used in different ways to create different effects e.g., a thin brush on a small picture.</p> <p>Sculpture Know how to create a sculpture using a wire armature and create a sea creature</p>	<p>Drawing Demonstrate how to use pencils of different hardness to show tone and texture.</p> <p>Painting. Know and demonstrate different ways of applying paint, including Pointillism which came out of Impressionism.</p> <p>Printing Know how to use collagraphy. Know and demonstrate the art of relief printing using images or patterns etched into Styrofoam plates.</p>	<p>Drawing Work from a variety of sources including real life, photographs and digital images.</p> <p>Painting. Explore colour to affect mood. Apply colour using different techniques, e.g. dotting, dropping and splashing.</p> <p>Sculpture Know and demonstrate how to use joining techniques to make sure that the pieces you want to join stay together: Know how to add detail to clay pieces using a variety of tools.</p>	<p>Drawing Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Painting. Work in a sustained and independent way to develop their own style of painting.</p> <p>Printing Know and demonstrate how to use mono-printing.</p>

<p>DESIGN and TECHNOLOGY</p>	<p><u>Cooking and nutrition</u> Name a variety of fruits and vegetables. Use a knife to cut fruits and vegetables.</p> <p><u>Structures</u> Know what the word stable means. Explore how to make stable structures that hold a given object.</p> <p><u>Mechanical systems.</u> Make a sliding mechanism out of card. Know what a pivot and lever are. Design a moving mini-beast picture to include a variety of mechanisms.</p>	<p><u>Cooking and nutrition</u> Use the model of a balanced plate to design a meal. Explain why each of the food groups is important for a balanced diet.</p> <p><u>Mechanical systems</u> Explore different ways of using axels and wheels. Design a vehicle with wheels, axels and a chassis.</p> <p><u>Textiles</u> Sew a button onto a piece of fabric. Design a glove puppet for a particular purpose. Follow a design to make a glove puppet.</p>	<p><u>Cooking and nutrition.</u> Explain what "seasonal food" means. Practise skills like slicing, dicing, beating, whisking, folding sieving, grating. Design a healthy meal and menu.</p> <p><u>Structures</u> Know what a greenhouse is and how they work. Add triangles at the joins or insert dowelling to make a structure more stable.</p> <p><u>Mechanical systems</u> Explain the words linkage, pivot, rotate and lever. Use a paper concertina to make an object pop out of a book.</p>	<p><u>Structures</u> Explain how concrete is used to make structures more stable. Create a structure strong enough to hold an object</p> <p><u>Programming and electrical systems</u> Explore and analyse illuminated signs. Create a simple circuit.</p> <p><u>Textiles</u> Explain the difference between the function and visual appeal of a product. Design a Christmas stocking.</p>	<p><u>Structures</u> Know what beams and pillars are and how they are used in bridge construction. Explain what a truss is and how they make bridges stronger. Build a truss bridge spanning 40cm using paper straws.</p> <p><u>Mechanical systems</u> Use a crank to change the motion from circular to linear.</p> <p><u>Textiles</u> Explain the process of turning raw cotton into cloth. Design and make a drawstring bag</p>	<p><u>Cooking and nutrition.</u> Know that most foods have labels to help us make informed choices. Know that calories come from fats, proteins and carbohydrates.</p> <p><u>Structures</u> Investigate a variety of bird houses Know what a flat pack diagram is and use it to identify each part of a structure. Design a bird house for a particular bird thinking about needs.</p> <p><u>Programming and electrical systems</u> Explore how computers can be used in a variety of products. Develop and build a product using computer programming.</p>
<p>GEOGRAPHY</p>	<p><u>Locational Knowledge</u> 4 countries of the UK, capital cities and surrounding seas.</p> <p><u>Place Knowledge</u> Key human and physical features of local area.</p> <p><u>Human & Physical</u> Seasonal and daily weather patterns in the UK.</p> <p><u>Skills & Fieldwork</u> Use world maps, globes and atlases to name and locate the 4 countries of the UK, capital cities and surrounding seas. Simple compass directions (North, South, East and West).</p>	<p><u>Locational Knowledge</u> Countries, continents, oceans, equator and North/South poles. Locate UK. Locate Kenya, Mombassa.</p> <p><u>Place Knowledge</u> Human and physical geography of Kenya and contrast with Bearwood.</p> <p><u>Human & Physical</u> Seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to Equator and North/South poles.</p> <p><u>Skills & Fieldwork</u> Name and locate countries, continents, oceans, equator and North/South poles. Simple compass directions (North, South, East and West) and directional language (i.e near and far; left and right) to describe the locations and routes on a map.</p>	<p><u>Locational Knowledge</u> Countries and key cities in UK. Geographical regions, human and physical characteristics, key topographical features (including hills, coasts and rivers and mountains), land-use patterns and changes over time.</p> <p><u>Place Knowledge</u> Link key UK cities to our town/city: similarities and differences. Human and physical features of UK cities.</p> <p><u>Human & Physical</u> Physical geography: rivers and mountains. Human geography: types of settlement and land use.</p> <p><u>Skills & Fieldwork</u> Use maps, atlases, globes and digital/computer mapping. Use fieldwork to observe, measure, record and present using sketch maps</p>	<p><u>Locational Knowledge</u> Countries/key cities in Europe. Position and significance of: equator, latitude/longitude, hemispheres, continents, Tropics and Circles. Volcanoes</p> <p><u>Place Knowledge</u> Compare a key European city to our town/city. Human and physical features of UK cities: compare.</p> <p><u>Human & Physical</u> Physical geography: volcanoes earthquakes, climate zones, water cycle. Human geography: distribution of natural resources.</p> <p><u>Skills & Fieldwork</u> Coordinates in the first quadrant. Use maps, atlases, globes and digital/computer mapping. 8 compass points; use simple coordinates, symbols and keys. Use fieldwork to observe, measure, record and present using sketch maps and plans.</p>	<p><u>Locational Knowledge</u> Countries and key cities in North and South America. Position and significance of: Prime/Greenwich Meridian and time zones.</p> <p><u>Place Knowledge</u> Human and physical features of continents: compare.</p> <p><u>Human & Physical</u> Key aspects of physical geography. key aspects of human geography: economic activity/ trade links.</p> <p><u>Skills & Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 8 compass points. Points on a map using 4 figure grid references. Use fieldwork to observe, measure, record and present using plans and graphs.</p>	<p><u>Locational Knowledge</u> Countries and cities in Europe, including location of Russia. Revise countries, continents, oceans, equator, latitude, longitude, hemispheres, Northern/Southern Tropic, Prime Meridian, time zones.</p> <p><u>Place Knowledge</u> Compare a North or South American region to our town/city.</p> <p><u>Human & Physical</u> Physical geography: biomes, vegetation belts Human geography: types of settlement and land use.</p> <p><u>Skills & Fieldwork</u> Use maps, atlases, globes and digital/computer mapping. Use 8 compass points accurately and confidently. 4 and 6 figure grid references: latitude and longitude. *Use fieldwork to observe, measure, record and present using graphs and digital technologies.</p>

<p>HISTORY</p>	<p><u>Periods</u> Changes within living memory – the royal family. Significant individuals: Grace Darling. Significant historical events, people and places in their own locality - Harry Paye <u>Chronology</u> Terms: old/new; before/after; earlier/later. Words and phrases relating to the passing of time. <u>Enquiry/Interpretation</u> Ask questions. Comparing sources (photos, books, recounts). Use sources to answer simple questions – Stop and Source. Describe experiences of people in the recent past. Simple observations about different types of people, events within a society - toys Similarities / differences between ways of life at different times – toys.</p>	<p><u>Periods</u> Significant individuals: Rosa Parks & Nelson Mandela. Events beyond living memory - Great Fire of London. Significant historical events, people and places in their own locality – Beach holidays then and now. *(2022/2-23 only: Titanic) <u>Chronology</u> Time specific vocabulary including past, present, future and beyond living memory. Create timelines to compare. Common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework. <u>Enquiry/Interpretation</u> Ask and answer questions. comparing sources (photos, books, recounts, diaries, artefacts). Use sources to answer simple questions – Stop and Source. Identify similarities / differences between ways of life at different times – Great Fire of London.</p>	<p><u>Periods</u> Changes in Britain from the Stone Age to the Iron Age. Achievements of the earliest civilizations: Ancient Egypt. Local History: Corfe Castle. <u>Chronology</u> To know the chronology of the Stone Age, Bronze Age and Iron Age and Ancient Egyptians and where they sit in world history and in relation to other historical events. Create timelines and understand where the period fits in with other periods studied. Use terms relating to the period and passing of time and date events. Sequence events and artefacts from the time periods studied. <u>Enquiry/Interpretation</u> Ask questions and use resources and experiences given to answer them. Distinguish between different sources and analyse them – Source and Observe. Describe causes and consequences.</p>	<p><u>Periods</u> The Roman Empire and its impact on Britain. Local area study – Bearwood’s Iron Age links. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: Journeys – Shackleton and Columbus. <u>Chronology</u> To know the chronology of the Roman Empire and the Iron Age and where they sit in world history and in relation to other historical events. Use dates and terms related to the period. Understand more complex terms E.g. BC/AD or BCE/CE. <u>Enquiry/Interpretation</u> Ask questions about an event or time period and answer them independently. Distinguish between primary and secondary sources. Analyse sources – Source and Observe, and informally introduce contextualise. Identify and describe causes and consequences - identify causes and effects.</p>	<p><u>Periods</u> Britain’s settlement by Anglo-Saxons and Scots. Ancient Greece – a study of Greek life and achievements and their influence on the western world. A non-European society that provides contrasts with British history: Maya civilization <u>Chronology</u> Place events from within the period studied on a time line that they have created. Use relevant terms and period labels. Compare historical events in same period across the world: similarities and differences. <u>Enquiry/Interpretation</u> Use sources to build a picture of past events. Analyse sources - Source, Observe, Contextualise. Distinguish between primary and secondary sources. Consider how the context of the source affects its value. Explain causes and consequences - find patterns.</p>	<p><u>Periods</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: WW2 <u>Chronology</u> *Place aspects of Vikings and Anglo Saxons and WW2 on a time line in relation to each other. Sequence up to 10 events on a time line. <u>Enquiry/Interpretation</u> Use a range of sources to find out about aspects of the past - Source, Observe, Contextualise, Corroborate. Use sources to justify conclusions drawn. Analyse and explain causes and consequences.</p>
-----------------------	---	---	---	---	--	--

<p>FOREIGN LANGUAGE - FRENCH</p>			<p><u>Language Angels SOW</u> Phonetics lesson 1</p> <p>Early language: I'm learning French (France, 1-10, colours, feelings, name)</p> <p>Early language: Fruits (fruits, likes, dislikes)</p> <p>Early language: Vegetables (veg, asking for veg)</p> <p>Early language: The seasons (KS2) (season names, likes and reasons)</p> <p>Early language: Instruments</p> <p>Early language: Ancient Britain (6 key periods, 3 verbs 'I am', 'I have' and 'I live').</p>	<p><u>Language Angels SOW</u> Phonetics lesson 2</p> <p>Intermediate language: Presenting myself (1-20, name, age, live)</p> <p>Intermediate language: Family (Nouns, 1-70 or 100)</p> <p>Intermediate language: In the classroom (items in pencil case, commands)</p> <p>Intermediate language: Romans (days of the week, facts, inventions)</p> <p>Intermediate language: Habitats (animals, habitats)</p> <p>Intermediate language: At the café (food and drink, ordering)</p>	<p><u>Language Angels SOW</u> Phonetics lesson 3</p> <p>Intermediate language: What is the date (months, date, birthday)</p> <p>Intermediate language: The weather (describe the weather)</p> <p>Intermediate language: The Olympics (facts, sports)</p> <p>Intermediate language: My home (personal details, rooms)</p> <p>Intermediate language: Do you have a pet? (pets)</p> <p>Intermediate language: Clothes (clothes, colours)</p>	<p><u>Language Angels SOW</u> Phonetics lesson 4</p> <p>Progressive language: At school (subjects, likes, time to the hour)</p> <p>Progressive language: The weekend (activities, time ¼ past, ½ past and ¾ to)</p> <p>Progressive language: WWII</p> <p>Progressive language: Healthy lifestyle (food, drinks, activities)</p> <p>Progressive language: Regular verbs</p> <p>Progressive language: Me & the world (countries, capitals, French celebrations)</p>
<p>MUSIC</p>	<p><u>Musicianship: understanding music</u> Use body percussion, instruments, and voices. Find and keep a steady beat together. <u>Listening</u> Move and dance with the music and talk about feelings created by the music. Begin to understand about different styles of music. Describe tempo as fast or slow. Describe dynamics as loud and quiet. <u>Singing</u> Sing, rap, rhyme, chant and use spoken word. Sing songs from memory. Demonstrate good singing posture. <u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds, using symbols. Explore standard notation. C, D, E, F, G F, G, A G, B, D D, E, F#, G, A</p>	<p><u>Musicianship: understanding music</u> Independently, find and keep a steady beat. With increasing confidence and accuracy, use body percussion, instruments, and voices <u>Listening</u> Mark the beat of a listening piece by tapping or clapping. Discuss how the music makes you feel. Describe the temp and dynamics. <u>Singing</u> Sing as part of a choir. Sing songs from memory and/or from notation. Sing in unison and sometimes in parts. Understand and follow the leader or conductor. <u>Notation</u> Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, B b, C, D, E A, B, C, D, E</p>	<p><u>Musicianship: understanding music</u> Independently, find and keep a steady beat. Copy back simple rhythmic patterns. With support, In the time signatures of: 2/4, 3/4 and 4/4. <u>Listening</u> Discuss the meaning of a piece of music. Identify instruments you can hear and if the voice is male or female. <u>Singing</u> Sing a wide range of songs in unison showing an awareness of the beat. <u>Notation</u> Read and respond to semibreves, minims, crotchets and paired quavers. Explore: C, D, E, F, G, A, B F, G, A, B b, C G, A, B, C, D, E E, F#, G#, A, B <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major in a group. <u>Creating: improvising</u></p>	<p><u>Musicianship: understanding music</u> Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G Independently, In the time signatures of: 2/4, 3/4 and 4/4. <u>Listening</u> Talk about the words of a song and think about why the song or piece of music was written. Discuss structure of a song. <u>Singing</u> Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. <u>Notation</u> Explore standard notation of of: C, D, E, F, G, A, B F, G, A, B b, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C <u>Playing instruments</u> Develop facility in playing tuned</p>	<p><u>Musicianship: understanding music</u> use body percussion and voice together and in parts. Independently, In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, B b, C, D, E G, A, B, C, D, E, F# <u>Listening</u> Justify musical preferences. Explain rapping. <u>Singing</u> Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison. Self-correct if lost or out of time. Sing expressively. Start to demonstrate and maintain good posture and breath control whilst singing. <u>Notation</u> Independently, explore standard notation: C, D, E, F, G, A, B F, G, A, B b, C, D, E G, A, B, C, D, E, F# C, G, A b, B b</p>	<p><u>Musicianship: understanding music</u> Independently, In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns. D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G <u>Listening</u> Justify musical preferences linked to the musical elements. <u>Singing</u> Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment <u>Notation</u> Independently, explore standard notation: C, D, E, F, G, A, B F, G, A, B b, C, D, E F, G, A, B b, C, D, E G, A, B b, C, D, E, F G, A, B, C, D, E, F#</p>

	<p>D, A, C</p> <p>Playing instruments Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p> <p>Creating: improvising Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Creating: composing Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</p> <p>Performing Enjoy and have fun performing. Choose a song to perform to a well-known audience.</p>	<p>Playing instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p> <p>Creating: improvising Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases,</p> <p>Creating: composing Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Performing Practise, rehearse and share a song that has been learned</p>	<p>Student led: Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising</p> <p>Creating: composing Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Teacher led: Compose over a simple chord progression and over a simple groove. Use simple dynamics.</p> <p>Performing Perform a learnt song and reflect on performance.</p>	<p>percussion instrument.</p> <p>Creating: improvising Improvise on a limited range of pitches. Structure musical ideas.</p> <p>Creating: composing Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Performing Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation.</p>	<p>G, G#, A, B b, C D, E, F, G, A, B, C E b, F, G, A b, B b, C, D b</p> <p>Playing instruments Independently, rehearse and learn to play a simple melodic instrumental part by ear or from notation. Play melodies on tuned percussion, melodic instruments</p> <p>Creating: improvising Explore improvisation within a major scale, using the notes: C, D, E b, F, G C, D, E, F, G C, D, E, G, A F, G, A, B b, C D, E, F, G, A</p> <p>Improvise over a groove. Experiment with using a wider range of dynamics</p> <p>Creating: composing Independently, Create music in response to music and video stimulus.</p> <p>Performing Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience</p>	<p>D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# E b, F, G, A b, B b, C, D</p> <p>Playing instruments Independently, rehearse and learn to play one of four differentiated instrumental parts by ear or from notation Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range</p> <p>Creating: improvising Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B b, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Creating: composing Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest</p> <p>Performing Create, rehearse and present a holistic performance for a specific event, for an unknown audience</p>
PE	<p>Unit 1: Fundamentals</p> <p>Unit 2: AFCB ball skills</p> <p>Unit 3: Sending and receiving</p> <p>Unit 4: Net and wall games</p> <p>Unit 5: Gymnastics</p> <p>Unit 6: Team building</p> <p>Unit 7: Dance</p> <p>Unit 8: Invasion games</p> <p>Unit 9: Striking and fielding</p>	<p>Unit 1: Fundamentals</p> <p>Unit 2: AFCB ball skills</p> <p>Unit 3: Sending and receiving</p> <p>Unit 4: Net and wall games</p> <p>Unit 5: Gymnastics</p> <p>Unit 6: Team building</p> <p>Unit 7: Dance</p> <p>Unit 8: Invasion games</p> <p>Unit 9: Striking and fielding</p>	<p>Unit 1: Fundamentals</p> <p>Unit 2: Ball skills</p> <p>Unit 3: AFCB football</p> <p>Unit 4: Basketball</p> <p>Unit 5/6: Swimming</p> <p>Unit 7: Handball</p> <p>Unit 8: Dance</p> <p>Unit 9: Tennis</p> <p>Unit 10: Golf</p>	<p>Unit 1/2: Swimming</p> <p>Unit 3: Outdoor adventurous activities (orienteeing)</p> <p>Unit 4: AFCB football</p> <p>Unit 5: Tag rugby</p> <p>Unit 6: Gymnastics</p> <p>Unit 7: Dance</p> <p>Unit 8: Handball</p> <p>Unit 9: Tennis</p>	<p>Unit 1: Fitness</p> <p>Unit 2: Golf</p> <p>Unit 3: Basketball</p> <p>Unit 4: Football</p> <p>Unit 5: Handball</p> <p>Unit 6: Gymnastics</p> <p>Unit 7: Dance</p> <p>Unit 8: Tennis</p> <p>Unit 9: Volleyball</p>	<p>Unit 1: Outdoor adventurous activities (orienteeing)</p> <p>Unit 2: Netball</p> <p>Unit 3: Tag rugby</p> <p>Unit 4: Hockey</p> <p>Unit 5: Gymnastics</p> <p>Unit 6: Dodgeball</p> <p>Unit 7: Dance</p> <p>Unit 8: Tennis</p>

	<p>games</p> <p>Unit 10: Fitness</p> <p>Unit 11: Athletics</p> <p>Unit 12: Target games</p>	<p>games</p> <p>Unit 10: Fitness</p> <p>Unit 11: Athletics</p> <p>Unit 12: Target games</p>	<p>Unit 11: Athletics</p> <p>Unit 12: Cricket</p>	<p>Unit 10: Dodgeball</p> <p>Unit 11: Athletics</p> <p>Unit 12: Rounders</p>	<p>Unit 10: AFCB football</p> <p>Unit 11: Athletics</p> <p>Unit 12: Cricket</p> <p>+ swimming boosters as necessary</p>	<p>Unit 9: AFCB football</p> <p>Unit 10: Athletics</p> <p>Unit 11: Rounders</p> <p>+ swimming boosters as necessary</p>
RE	<p>Theme: Creation Story Key Question: Does God want Christians to look after the world?</p> <p>Theme: Christmas Key Question: What gifts might Christians in my town given to Jesus had he been born here?</p> <p>Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship?</p> <p>Theme: Easter – Palm Sunday Key Question: Why was Jesus welcomed like a king/celebrity by the crowds on Palm Sunday?</p> <p>Theme : Shabbat Key Question: Is Shabbat important to Jewish children?</p> <p>Theme: Rosh Hashanah/Yom Kippur Key Question: Are these festivals important to Jewish children?</p>	<p>Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Theme: Christmas – A gift from God Key Question: Why do Christians believe that God gave Jesus to the world?</p> <p>Theme : Prayer at home Key Question: Does praying at regular intervals help Muslim in his/her everyday life?</p> <p>Theme: Easter – Resurrection Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Theme: Community and Belonging Key Question: Does going to the Mosque give a Muslim a sense of belonging?</p> <p>Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim?</p>	<p>Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikhism?</p> <p>Theme: Christmas Key Questions: Has Christmas lost its true meaning?</p> <p>Theme: Jesus – Miracles Key Question: Could Jesus heal people? Were these miracles or is there another explanation?</p> <p>Theme: Easter/ forgiveness Key Question: What is good about Good Friday?</p> <p>Theme : Sharing and Community Key Question: Do Sikhs think it is important to share?</p> <p>Theme: Prayer and worship Key Question: What is the best way for a Sikh to show commitment to God?</p>	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God?</p> <p>Theme: Christmas Key Question: What is the most significant part of the whole of the nativity story for Christians today?</p> <p>Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Theme: Easter Key Questions: Is forgiveness always possible for Christians?</p> <p>Theme: Rites of passage and good works Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Theme Prayer and worship Key Question: Do people need to go to church to show they are a Christian?</p>	<p>Theme: Belief into action Key Question: How far would a Sikh go for his/her religion?</p> <p>Theme: Christmas Key Question: Is the Christmas story true?</p> <p>Theme: Hindu Beliefs Key Question: How can Braham be everywhere and in everything?</p> <p>Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Theme: Prayer and Worship/ Beliefs and Practices Key Question: What is the best way for a Sikh/Christian/Hindu to show commitment to God?</p>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show their commitment to God?</p> <p>Theme: Christmas Key Question: How significant was it that Mary was Jesus’ mother?</p> <p>Theme: Beliefs and Meaning Key Question: Is anything ever eternal?</p> <p>Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Theme: Beliefs and moral values Key Question: Does belief in Akhiraah (life and death) help Muslims lead good lives?</p>
COMPUTING	<p>Understand what an algorithm is.</p> <p>Know how to record an algorithm.</p> <p>Create, retrieve and store content digitally.</p> <p>Understand the purpose of different programs (PowerPoint</p>	<p>Create and debug simple programs (SCRATCH).</p> <p>Use logical reasoning to predict the outcome of an algorithm.</p> <p>Know how to store and retrieve photos</p> <p>Know how to use the internet safely for research</p>	<p>Algorithms - Know how to use variables and various forms of variables</p> <p>Find and correct errors in programs.</p> <p>Know how to store and record videos</p> <p>Understand the physical</p>	<p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Understand different forms of input and output</p> <p>Record and edit music</p> <p>Understand what a hyperlink is and how to create one.</p>	<p>Design, write and debug programs using sequence, selection, repetition and variables.</p> <p>Know how to encrypt and decrypt messages in simple ciphers</p> <p>Understand geometric art using</p>	<p>Design, write and debug programs to accomplish a specific goal.</p> <p>Evaluate digital content</p> <p>Create a set of survey questions</p> <p>Select, use and combine a range of software on a range of</p>

	and 2Paint) Use the web to find and select images	Use emails to communicate Know how to collect and record data electronically.	connections that form the internet. Compose and send emails Design a survey to collect data	Use the internet for research and understand how it can be edited Know how to use spread sheets and create charts	programs to create their own Use research tools to find appropriate information Understand and create a blog Use simple CAD tools	devices. Combine text and images to create a brochure
--	--	--	---	--	--	--

Plus Internet Safety taught throughout the year

<p>NON-STATUTORY: PHSCE Jigsaw</p>	<p>Being me in my World: Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Celebrating Difference: Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone Dreams and Goals: Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Healthy Me: Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness Relationships: Belonging to a family Making friends/being a good friend Greetings People who help us Qualities as a friend and person Self-</p>	<p>Being me in my World: Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Celebrating Difference: Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends Dreams and Goals: Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Healthy Me: Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Relationships: Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Changing Me: Life cycles in nature Growing from young to old Changing me Differences in female and male bodies (correct terminology) Assertiveness</p>	<p>Being me in my World: Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives Celebrating Difference: Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments Dreams and Goals: Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting Healthy Me: Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices Relationships: Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others</p>	<p>Being me in my World: Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour Celebrating Difference: Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions Dreams and Goals: Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Healthy Me: Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength Relationships: Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals Changing Me: Being unique Having a baby Girls and puberty</p>	<p>Being me in my World: Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Celebrating Difference: Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures Dreams and Goals: Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation Healthy Me: Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour Relationships: Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p>Being me in my World: Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling Celebrating Difference: Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy Dreams and Goals: Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Healthy Me: Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress Relationships: Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology</p>
---	---	---	--	---	---	--

	<p>acknowledgement Being a good friend to myself Celebrating special relationships Changing Me: Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>	<p>Preparing for transition</p>	<p>Awareness of how other children have different lives Expressing appreciation for family and friends Changing Me: How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p>Confidence in change Accepting change Preparing for transition Environmental change</p>	<p>Changing Me: Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>	<p>use Changing Me: Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
--	--	---------------------------------	---	--	--	--