# Curriculum Guidance

Interim 2016

Curriculum guidance for years 1 to 6, including:
planning principles; subject learning objectives;
curriculum opportunities; and subject progress
milestones.

**St Martin's**
Multi Academy Trust

# Contents

# Our aim is to create a climate of possibility that celebrates diversity, sparks curiosity and breeds creativity.

Curriculum Drivers:

| Celebrate diversity | Sparks curiosity | Breeds creativity |
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By diversity we mean a broad and balanced curriculum. We celebrate the variety of talents that people have, even siblings can be very diverse in the talents they have and the way they behave. It is a curriculum that recognises the importance of a foundation of basic skills, but is not built on conformity.

We believe that if you spark a child's curiosity you create a learner. Teaching for us is not a delivery system for passing on received information; it is about stimulating, assisting, provoking and engaging.

We ultimately want to equip children with the powers of creativity; to be able to imagine alternatives and possibilities. We hope that rather than a culture of standardisation we create an organic culture of education that allows children to think 'What if not?'.

# Planning Principles

## 1    Make it real

The more real the learning experience, the more likely it is that pupils will engage. Make the content real to pupils – it should not be abstract or too far removed from their experience. If something is based in the past, for example, try to think of the legacy it has left and start with that. Adapt plans to make use of local resources and features. Use a stimulus – a visit, visitors, artefacts, books, videos, situations, the outdoors – school grounds, plays etc. The wider the range of stimuli, the more likely it is that all pupils will engage with the theme.

## 2    Let pupils steer

This involves going 'off plan' as things that interest them appear. The teacher-planned content and activities should provoke them into asking their own questions. Start a theme with a question rather than a title to spark curiosity.

## 3    Don't over plan

If you are to provoke lines of enquiry, then pupils need space and time to follow them. Plan your content and then add up to 50% contingency time to allow pupils to steer learning and to allow for pupils who may need more time to deepen their understanding. Allow time for pupils to explore their chosen lines of enquiry.

## 4    Build momentum

Secure enough time to build momentum. Like the space shuttle, try a dramatic start. Explore the idea of a theme week to build momentum – the timetable is yours to use flexibly to suit the needs of your plans.

# Curriculum

The following information has been formed from the 2014 National Curriculum. It is organised into 3 sections:

## 1       Learning Objectives

We are used to using these type of objectives that provide clarity of intention – what do you want them to be better at as a result of this lesson? In the previous curriculum this was referred to as the 'Programmes of Study'.

## 2       Progress Milestones

This section details the standard expected through 3 milestones (Year 2, Year 4 and Year 6). This will inform pitch and expectation for teachers to ensure appropriate level of challenge/assistance categorised in each subject by the learning objectives. In the previous curriculum this was covered by the 'Level Descriptors'.

## 3       Opportunities

These are the opportunities through which to teach the objectives where defined. Some subjects have very little guidance here. Where subjects have more specified coverage they are still unlikely to fill a timetable so it shouldn't be stretched out to last. In the previous curriculum this was referred to as the 'Breadth of Study'.

# Curriculum - Learning Objectives

| Art and design | Computing | Design and technology | Geography |
|---|---|---|---|
| • To develop ideas<br>• To master techniques<br>• To take inspiration from the greats | • To code<br>• To connect<br>• To communicate<br>• To collect | • To master practical skills<br>• To design, make, evaluate and improve<br>• To take inspiration from design throughout history | • To investigate places<br>• To investigate patterns<br>• To communicate geographically |

| History | Languages | Music | Physical Education |
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| • To investigate and interpret the past<br>• To build an overview of world history<br>• To understand chronology<br>• To communicate historically | • To read fluently<br>• To write imaginatively<br>• To speak confidently<br>• To understand the culture of the countries in which the language is spoken | • To perform<br>• To compose<br>• To transcribe<br>• To describe music | • To develop practical skills in order to participate, compete and lead a healthy lifestyle |

| PSHE | Religious Education | Science |
|---|---|---|
| • To try new things<br>• To work hard<br>• To concentrate<br>• To push oneself<br>• To imagine<br>• To improve<br>• To understand others<br>• To not give up | • To understand beliefs and teachings<br>• To understand practices and lifestyles<br>• To understand how beliefs are conveyed<br>• To reflect<br>• To understand values | To work scientifically<br>**Biology**<br>• To understand plants<br>• To understand animals and humans<br>• To investigate living things<br>• To understand evolution and inheritance<br>**Chemistry**<br>• To investigate materials<br>**Physics**<br>• To understand movement, forces and magnets<br>• To understand the Earth's movement in space<br>• To investigate light and seeing<br>• To investigate sound and hearing<br>• To understand electrical circuits |

# Art and design

| Learning Objective | | Milestone 1 | Milestone 2 | Milestone 3 |
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| To develop ideas | | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | • Develop ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources.<br>• Adapt and refine ideas as they progress.<br>• Explore ideas in a variety of ways.<br>• Comment on artworks using visual language. | • Develop and imaginatively extend ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.<br>• Use the qualities of materials to enhance ideas.<br>• Spot the potential in unexpected results as work progresses.<br>• Comment on artworks with a fluent grasp of visual language. |
| To master techniques | Painting | • Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>• Create colour wheels. | • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.<br>• Mix colours effectively.<br>• Use watercolour paint to produce washes for backgrounds then add detail.<br>• Experiment with creating mood with colour. | • Sketch (lightly) before painting to combine line and colour.<br>• Create a colour palette based upon colours observed in the natural or built world.<br>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.<br>• Combine colours, tones and tints to enhance the mood of a piece.<br>• Use brush techniques and the qualities of paint to create texture.<br>• Develop a personal style of painting, drawing upon ideas from other artists. |
| | Collage | • Use a combination of materials that are cut, torn and glued.<br>• Sort and arrange materials.<br>• Mix materials to create texture. | • Select and arrange materials for a striking effect.<br>• Ensure work is precise.<br>• Use coiling, overlapping, tessellation, mosaic and montage. | • Mix textures (rough and smooth, plain and patterned).<br>• Combine visual and tactile qualities.<br>• Use ceramic mosaic materials and techniques. |
| | Sculpture | • Use a combination of shapes. Include lines and texture.<br>• Use rolled up paper, straws, paper, card and clay as materials.<br>• Use techniques such as rolling, cutting, moulding and carving. | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).<br>• Include texture that conveys feelings, expression or movement.<br>• Use clay and other mouldable materials.<br>• Add materials to provide interesting detail. | • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.<br>• Use tools to carve and add shapes, texture and pattern.<br>• Combine visual and tactile qualities.<br>• Use frameworks (such as wire or moulds) to provide stability and form. |
| | Drawing | • Draw lines of different sizes and thickness. | • Use different hardnesses of pencils to show line, tone and texture. | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). |

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| | | • Colour (own work) neatly following the lines.<br>• Show pattern and texture by adding dots and lines.<br>• Show different tones by using coloured pencils. | • Annotate sketches to explain and elaborate ideas.<br>• Sketch lightly (no need to use a rubber to correct mistakes).<br>• Use shading to show light and shadow.<br>• Use hatching and cross hatching to show tone and texture. | • Use a choice of techniques to depict movement, perspective, shadows and reflection.<br>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).<br>• Use lines to represent movement. |
| | Print | • Use repeating or overlapping shapes.<br>• Mimic print from the environment (e.g. wallpapers).<br>• Use objects to create prints (e.g. fruit, vegetables or sponges).<br>• Press, roll, rub and stamp to make prints. | • Use layers of two or more colours.<br>• Replicate patterns observed in natural or built environments.<br>• Make printing blocks (e.g. from coiled string glued to a block).<br>• Make precise repeating patterns. | • Build up layers of colours.<br>• Create an accurate pattern, showing fine detail.<br>• Use a range of visual elements to reflect the purpose of the work. |
| | Textiles | • Use weaving to create a pattern.<br>• Join materials using glue and/or a stitch.<br>• Use plaiting.<br>• Use dip dye techniques. | • Shape and stitch materials.<br>• Use basic cross stitch and back stitch.<br>• Colour fabric.<br>• Create weavings.<br>• Quilt, pad and gather fabric. | • Show precision in techniques.<br>• Choose from a range of stitching techniques.<br>• Combine previously learned techniques to create pieces. |
| | Digital media | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | • Create images, video and sound recordings and explain why they were created. | • Enhance digital media by editing (including sound, video, animation, still images and installations). |
| To take inspiration from the greats (classic and modern) | | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. | • Replicate some of the techniques used by notable artists, artisans and designers.<br>• Create original pieces that are influenced by studies of others. | • Give details (including own sketches) about the style of some notable artists, artisans and designers.<br>• Show how the work of those studied was influential in both society and to other artists.<br>• Create original pieces that show a range |

# Computing

| Learning Objective | | Milestone 1 | Milestone 2 | Milestone 3 |
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| To code (using Scratch) | Motion | • Control motion by specifying the number of steps to travel, direction and turn. | • Use specified screen coordinates to control movement. | • Set IF conditions for movements. Specify types of rotation giving the number of degrees. |
| | Looks | • Add text strings, show and hide objects and change the features of an object. | • Set the appearance of objects and create sequences of changes. | • Change the position of objects between screen layers (send to back, bring to front). |
| | Sound | • Select sounds and control when they are heard, their duration and volume. | • Create and edit sounds. Control when they are heard, their volume, duration and rests. | • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. |
| | Draw | • Control when drawings appear and set the pen colour, size and shape. | • Control the shade of pens. | • Combine the use of pens with movement to create interesting effects. |
| | Events | • Specify user inputs (such as clicks) to control events. | • Specify conditions to trigger events. | • Set events to control other events by 'broadcasting' information as a trigger. |
| | Control | • Specify the nature of events (such as a single event or a loop). | • Use IF THEN conditions to control events or objects. | • Use IF THEN ELSE conditions to control events or objects. |
| | Sensing | • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). | • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). | • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. |
| | Variables and lists | • From Year 3 onwards. | • Use variables to store a value.<br>• Use the functions define, set, change, show and hide to control the variables. | • Use lists to create a set of variables. |
| | Operators | • From Year 3 onwards. | • Use the Reporter operators<br>() + ()<br>() - ()<br>() * ()<br>() / ()<br>to perform calculations. | • Use the Boolean operators<br>() < ()<br>() = ()<br>() > ()<br>()and()<br>()or()<br>Not()<br>to define conditions.<br>• Use the Reporter operators<br>() + ()<br>() - ()<br>() * ()<br>() / () |

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| | | | to perform calculations.<br><br>Pick Random () to ()<br><br>Join () ()<br><br>Letter () of ()<br><br>Length of ()<br><br>() Mod () This reports the remainder<br><br>after a division calculation<br><br>Round ()<br><br>() of (). |
| To connect | • Participate in class social media accounts.<br><br>• Understand online risks and the age rules for sites. | • Contribute to blogs that are moderated by teachers.<br><br>• Give examples of the risks posed by online communications.<br><br>• Understand the term 'copyright'.<br><br>• Understand that comments made online that are hurtful or offensive are the same as bullying.<br><br>• Understand how online services work. | • Collaborate with others online on sites approved and moderated by teachers.<br><br>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.<br><br>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.<br><br>• Understand the effect of online comments and show responsibility and sensitivity when online.<br><br>• Understand how simple networks are set up and used. |
| To communicate | • Use a range of applications and devices in order to communicate ideas, work and messages. | • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | • Choose the most suitable applications and devices for the purposes of communication.<br><br>• Use many of the advanced features in order to create high quality, professional or efficient communications. |
| To collect | • Use simple databases to record information in areas across the curriculum. | • Devise and construct databases using applications designed for this purpose in areas across the curriculum. | • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. |

# Design and technology

| Learning Objective | | Milestone 1 | Milestone 2 | Milestone 3 |
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| To master practical skills | Food | • Cut, peel or grate ingredients safely and hygienically.<br>• Measure or weigh using measuring cups or electronic scales.<br>• Assemble or cook ingredients. | • Prepare ingredients hygienically using appropriate utensils.<br>• Measure ingredients to the nearest gram accurately.<br>• Follow a recipe.<br>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). | • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).<br>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.<br>• Demonstrate a range of baking and cooking techniques.<br>• Create and refine recipes, including ingredients, methods, cooking times and temperatures. |
| | Materials | • Cut materials safely using tools provided.<br>• Measure and mark out to the nearest centimetre.<br>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | • Cut materials accurately and safely by selecting appropriate tools.<br>• Measure and mark out to the nearest millimetre.<br>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).<br>• Select appropriate joining techniques. | • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).<br>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). |
| | Textiles | • Shape textiles using templates.<br>• Join textiles using running stitch.<br>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). | • Understand the need for a seam allowance.<br>• Join textiles with appropriate stitching.<br>• Select the most appropriate techniques to decorate textiles. | • Create objects (such as a cushion) that employ a seam allowance.<br>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).<br>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). |
| | Electricals and electronics | • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). | • Create series and parallel circuits | • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). |
| | Computing | • Model designs using software. | • Control and monitor models using software designed for this purpose. | • Write code to control and monitor models or products. |
| | Construction | • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | • Choose suitable techniques to construct products or to repair items.<br>• Strengthen materials using suitable techniques. | • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). |
| | Mechanics | • Create products using levers, wheels and winding mechanisms. | • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). | • Convert rotary motion to linear using cams.<br>• Use innovative combinations of electronics (or computing) and mechanics in product designs. |

| To design, make, evaluate and improve | • Design products that have a clear purpose and an intended user.<br><br>• Make products, refining the design as work progresses.<br><br>• Use software to design. | • Design with purpose by identifying opportunities to design.<br><br>• Make products by working efficiently (such as by carefully selecting materials).<br><br>• Refine work and techniques as work progresses, continually evaluating the product design.<br><br>• Use software to design and represent product designs. | • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).<br><br>• Make products through stages of prototypes, making continual refinements.<br><br>• Ensure products have a high quality finish, using art skills where appropriate.<br><br>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. |
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| To take inspiration from design throughout history | • Explore objects and designs to identify likes and dislikes of the designs.<br><br>• Suggest improvements to existing designs.<br><br>• Explore how products have been created. | • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.<br><br>• Improve upon existing designs, giving reasons for choices.<br><br>• Disassemble products to understand how they work. | • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.<br><br>• Create innovative designs that improve upon existing products.<br><br>• Evaluate the design of products so as to suggest improvements to the user experience. |

## Geography

| | Milestone 1 | Milestone 2 | Milestone 3 |
|---|---|---|---|
| To investigate places | • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).<br><br>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.<br><br>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br><br>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.<br><br>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.<br><br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br><br>• Name and locate the world's continents and oceans. | • Ask and answer geographical questions about the physical and human characteristics of a location.<br><br>• Explain own views about locations, giving reasons.<br><br>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.<br><br>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.<br><br>• Use a range of resources to identify the key physical and human features of a location.<br><br>• Name and locate counties and cities of the United<br><br>Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.<br><br>• Name and locate the countries of Europe and identify their main physical and human characteristics. | • Collect and analyse statistics and other information in order to draw clear conclusions about locations.<br><br>• Identify and describe how the physical features affect the human activity within a location.<br><br>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.<br><br>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.<br><br>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).<br><br>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.<br><br>• Name and locate the countries of North and South America and identify their main physical and human characteristics. |
| To investigate patterns | • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.<br><br>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.<br><br>• Identify land use around the school. | • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.<br><br>• Describe geographical similarities and differences between countries.<br><br>• Describe how the locality of the school has changed over time. | • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).<br><br>• Understand some of the reasons for geographical similarities and differences between countries.<br><br>• Describe how locations around the world are changing and explain some of the reasons for change.<br><br>• Describe geographical diversity across the world.<br><br>• Describe how countries and geographical regions are interconnected and interdependent. |
| To communicate geographically | • Use basic geographical vocabulary to refer to: | • Describe key aspects of: | • Describe and understand key aspects of: |

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| | • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.<br><br>• **key human features**, including: city, town, village, factory, farm, house, office and shop.<br><br>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.<br><br>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references | • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.<br><br>• **human geography**, including: settlements and land use.<br><br>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.<br><br>• **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.<br><br>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.<br><br>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |

# History

| Learning Objective | Milestone 1 | Milestone 2 | Milestone 3 |
|---|---|---|---|
| To investigate and interpret the past | • Observe or handle evidence to ask questions and find answers to questions about the past.<br><br>• Ask questions such as: What was it like for people? What happened? How long ago?<br><br>• Use artefacts, pictures, stories, online sources and databases to find out about the past.<br><br>• Identify some of the different ways the past has been represented. | • Use evidence to ask questions and find answers to questions about the past.<br><br>• Suggest suitable sources of evidence for historical enquiries.<br><br>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br><br>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.<br><br>• Suggest causes and consequences of some of the main events and changes in history. | • Use sources of evidence to deduce information about the past.<br><br>• Select suitable sources of evidence, giving reasons for choices.<br><br>• Use sources of information to form testable hypotheses about the past.<br><br>• Seek out and analyse a wide range of evidence in order to justify claims about the past.<br><br>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.<br><br>• Understand that no single source of evidence gives the full answer to questions about the past.<br><br>• Refine lines of enquiry as appropriate. |
| To build an overview of world history | • Describe historical events.<br><br>• Describe significant people from the past.<br><br>• Recognise that there are reasons why people in the past acted as they did. | • Describe changes that have happened in the locality of the school throughout history.<br><br>• Give a broad overview of life in Britain from ancient until medieval times.<br><br>• Compare some of the times studied with those of other areas of interest around the world.<br><br>• Describe the social, ethnic, cultural or religious diversity of past society.<br><br>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | • Identify continuity and change in the history of the locality of the school.<br><br>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.<br><br>• Compare some of the times studied with those of the other areas of interest around the world.<br><br>• Describe the social, ethnic, cultural or religious diversity of past society.<br><br>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| To understand chronology | • Place events and artefacts in order on a time line.<br><br>• Label time lines with words or phrases such as: past, present, older and newer.<br><br>• Recount changes that have occurred in their own lives.<br><br>• Use dates where appropriate. | • Place events, artefacts and historical figures on a time line using dates.<br><br>• Understand the concept of change over time, representing this, along with evidence, on a time line.<br><br>• Use dates and terms to describe events. | • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).<br><br>• Identify periods of rapid change in history and contrast them with times of relatively little change.<br><br>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.<br><br>• Use dates and terms accurately in describing events. |

| To communicate historically | • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.<br><br>• Show an understanding of the concept of nation and a nation's history.<br><br>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | • Use appropriate historical vocabulary to communicate, including:<br><br>• dates<br><br>• time period<br><br>• era<br><br>• change<br><br>• chronology.<br><br>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | • Use appropriate historical vocabulary to communicate, including:<br><br>• dates<br><br>• time period<br><br>• era<br><br>• chronology<br><br>• continuity<br><br>• change<br><br>• century<br><br>• decade<br><br>• legacy.<br><br>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.<br><br>• Use original ways to present information and ideas. |
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# Languages

| Learning Objective | Milestone 1 (Optional) | Milestone 2 | Milestone 3 |
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| To read fluently | • Read out loud everyday words and phrases.<br>• Use phonic (or logographic in Mandarin) knowledge to read words.<br>• Read and understand short written phrases.<br>• Read out loud familiar words and phrases.<br>• Use books or glossaries to find out the meanings of new words. | • Read and understand the main points in short written texts.<br>• Read short texts independently.<br>• Use a translation dictionary or glossary to look up new words. | • Read and understand the main points and some of the detail in short written texts.<br>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.<br>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.<br>• Show confidence in reading aloud, and in using reference materials. |
| To write imaginatively | • Write or copy everyday words correctly.<br>• Label items and choose appropriate words to complete short sentences.<br>• Write one or two short sentences.<br>• Write short phrases used in everyday conversations correctly. | • Write a few short sentences using familiar expressions.<br>• Express personal experiences and responses.<br>• Write short phrases from memory with spelling that is readily understandable. | • Write short texts on familiar topics.<br>• Use knowledge of grammar (or pitch in Mandarin)<br>to enhance or change the meaning of phrases.<br>• Use dictionaries or glossaries to check words.<br>• Refer to recent experiences or future plans, as well as to everyday activities.<br>• Include imaginative and adventurous word choices.<br>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).<br>• Use dictionaries or glossaries to check words. |
| To speak confidently | • Understand a range of spoken phrases.<br>• Understand standard language (sometimes asking for words or phrases to be repeated).<br>• Answer simple questions and give basic information.<br>• Give responses to questions about everyday events.<br>• Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. | • Understand the main points from spoken passages.<br>• Ask others to repeat words or phrases if necessary.<br>• Ask and answer simple questions and talk about interests.<br>• Take part in discussions and tasks.<br>• Demonstrate a growing vocabulary. | • Understand the main points and opinions in spoken passages.<br>• Give a short prepared talk that includes opinions.<br>• Take part in conversations to seek and give information.<br>• Refer to recent experiences or future plans, everyday activities and interests.<br>• Vary language and produce extended responses.<br>• Be understood with little or no difficulty. |
| To understand the culture of the countries in which the language is spoken | • Identify countries and communities where the language is spoken.<br>• Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.<br>• Show awareness of the social conventions when speaking to someone. | • Describe with some interesting details some aspects of countries or communities where the language is spoken.<br>• Make comparisons between life in countries or communities where the language is spoken and this country. | • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.<br>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. |

# Music

| Learning Objective | Milestone 1 | Milestone 2 | Milestone 3 |
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| To perform | • Take part in singing, accurately following the melody.<br><br>• Follow instructions on how and when to sing or play an instrument.<br><br>• Make and control long and short sounds, using voice and instruments.<br><br>• Imitate changes in pitch. | • Sing from memory with accurate pitch.<br><br>• Sing in tune.<br><br>• Maintain a simple part within a group.<br><br>• Pronounce words within a song clearly.<br><br>• Show control of voice.<br><br>• Play notes on an instrument with care so that they are clear.<br><br>• Perform with control and awareness of others. | • Sing or play from memory with confidence.<br><br>• Perform solos or as part of an ensemble.<br><br>• Sing or play expressively and in tune.<br><br>• Hold a part within a round.<br><br>• Sing a harmony part confidently and accurately.<br><br>• Sustain a drone or a melodic ostinato to accompany singing.<br><br>• Perform with controlled breathing (voice) and skillful playing (instrument). |
| To compose | • Create a sequence of long and short sounds.<br><br>• Clap rhythms.<br><br>• Create a mixture of different sounds (long and short, loud and quiet, high and low).<br><br>• Choose sounds to create an effect.<br><br>• Sequence sounds to create an overall effect.<br><br>• Create short, musical patterns.<br><br>• Create short, rhythmic phrases. | • Compose and perform melodic songs.<br><br>• Use sound to create abstract effects.<br><br>• Create repeated patterns with a range of instruments.<br><br>• Create accompaniments for tunes.<br><br>• Use drones as accompaniments.<br><br>• Choose, order, combine and control sounds to create an effect.<br><br>• Use digital technologies to compose pieces of music. | • Create songs with verses and a chorus.<br><br>• Create rhythmic patterns with an awareness of timbre and duration.<br><br>• Combine a variety of musical devices, including melody, rhythm and chords.<br><br>• Thoughtfully select elements for a piece in order to gain a defined effect.<br><br>• Use drones and melodic ostinati (based on the pentatonic scale).<br><br>• Convey the relationship between the lyrics and the melody.<br><br>• Use digital technologies to compose, edit and refine pieces of music. |
| To transcribe | • Use symbols to represent a composition and use them to help with a performance. | • Devise non-standard symbols to indicate when to play and rest.<br><br>• Recognise the notes EGBDF and FACE on the musical stave.<br><br>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.<br><br>• Read and create notes on the musical stave.<br><br>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.<br><br>• Understand and use the # (sharp) and ♭ (flat) symbols.<br><br>• Use and understand simple time signatures. |
| To describe music | • Identify the beat of a tune.<br><br>• Recognise changes in timbre, dynamics and pitch. | • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.<br><br>• Evaluate music using musical vocabulary to identify areas of likes and dislikes. | • Choose from a wide range of musical vocabulary to accurately describe and appraise music including:<br><br>• pitch<br><br>• dynamics |

| | | • Understand layers of sounds and discuss their effect on mood and feelings. | • tempo |
|---|---|---|---|
| | | | • timbre |
| | | | • texture |
| | | | • lyrics and melody |
| | | | • sense of occasion |
| | | | • expressive |
| | | | • solo |
| | | | • rounds |
| | | | • harmonies |
| | | | • accompaniments |
| | | | • drones |
| | | | • cyclic patterns |
| | | | • combination of musical elements |
| | | | • cultural context. |
| | | | • Describe how lyrics often reflect the cultural context of music and have social meaning |

# Physical Education

| Learning Objective | | Milestone 1 | Milestone 2 | Milestone 3 |
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| To develop practical skills in order to participate, compete and lead a healthy lifestyle | Games | • Use the terms 'opponent' and 'team-mate'.<br>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.<br>• Develop tactics.<br>• Lead others when appropriate. | • Throw and catch with control and accuracy.<br>• Strike a ball and field with control.<br>• Choose appropriate tactics to cause problems for the opposition.<br>• Follow the rules of the game and play fairly.<br>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).<br>• Pass to team mates at appropriate times.<br>• Lead others and act as a respectful team member. | • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).<br>• Work alone, or with team mates in order to gain points or possession.<br>• Strike a bowled or volleyed ball with accuracy.<br>• Use forehand and backhand when playing racket games.<br>• Field, defend and attack tactically by anticipating the direction of play.<br>• Choose the most appropriate tactics for a game.<br>• Uphold the spirit of fair play and respect in all competitive situations.<br>• Lead others when called upon and act as a good role model within a team. |
| | Dance | • Copy and remember moves and positions.<br>• Move with careful control and coordination.<br>• Link two or more actions to perform a sequence.<br>• Choose movements to communicate a mood, feeling or idea. | • Plan, perform and repeat sequences.<br>• Move in a clear, fluent and expressive manner.<br>• Refine movements into sequences.<br>• Create dances and movements that convey a definite idea.<br>• Change speed and levels within a performance.<br>• Develop physical strength and suppleness by practising moves and stretching. | • Compose creative and imaginative dance sequences.<br>• Perform expressively and hold a precise and strong body posture.<br>• Perform and create complex sequences.<br>• Express an idea in original and imaginative ways.<br>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.<br>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). |
| | Gymnastics | • Copy and remember actions.<br>• Move with some control and awareness of space.<br>• Link two or more actions to make a sequence.<br>• Show contrasts (such as small/tall, straight/curved and wide/narrow).<br>• Travel by rolling forwards, backwards and sideways.<br>• Hold a position whilst balancing on different points of the body.<br>• Climb safely on equipment.<br>• Stretch and curl to develop flexibility.<br>• Jump in a variety of ways and land with increasing control and balance. | • Plan, perform and repeat sequences.<br>• Move in a clear, fluent and expressive manner.<br>• Refine movements into sequences.<br>• Show changes of direction, speed and level during a performance.<br>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.<br>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).<br>• Swing and hang from equipment safely (using hands). | • Create complex and well-executed sequences that include a full range of movements including:<br>• travelling<br>• balances<br>• swinging<br>• springing<br>• flight<br>• vaults<br>• inversions<br>• rotations<br>• bending, stretching and twisting<br>• gestures<br>• linking skills.<br>•Hold shapes that are strong, fluent and expressive.<br>• Include in a sequence set pieces, choosing the most appropriate linking elements. |

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| | | | | • Vary speed, direction, level and body rotation during floor performances.<br>• Practise and refine the gymnastic techniques used in performances (listed above).<br>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).<br>• Use equipment to vault and to swing (remaining upright). |
| | Swimming | • Swim unaided up to 25 metres.<br>• Use one basic stroke, breathing correctly.<br>• Control leg movements. | • Swim between 25 and 50 metres unaided.<br>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.<br>• Coordinate leg and arm movements.<br>• Swim at the surface and below the water. | • Swim over 100 metres unaided.<br>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.<br>• Swim fluently with controlled strokes.<br>• Turn efficiently at the end of a length. |
| | Athletics | • Athletic activities are combined with games in Years 1 and 2. | • Sprint over a short distance up to 60 metres.<br>• Run over a longer distance, conserving energy in order to sustain performance.<br>• Use a range of throwing techniques (such as under arm, over arm).<br>• Throw with accuracy to hit a target or cover a distance.<br>• Jump in a number of ways, using a run up where appropriate.<br>• Compete with others and aim to improve personal best performances. | • Combine sprinting with low hurdles over 60 metres.<br>• Choose the best place for running over a variety of distances.<br>• Throw accurately and refine performance by analysing technique and body shape.<br>• Show control in take off and landings when jumping.<br>• Compete with others and keep track of personal best performances, setting targets for improvement. |
| | Outdoor and adventurous activities | • Not applicable. | • Arrive properly equipped for outdoor and adventurous activity.<br>• Understand the need to show accomplishment in managing risks.<br>• Show an ability to both lead and form part of a team.<br>• Support others and seek support if required when the situation dictates.<br>• Show resilience when plans do not work and initiative to try new ways of working.<br>• Use maps, compasses and digital devices to orientate themselves.<br>• Remain aware of changing conditions and change plans if necessary. | • Select appropriate equipment for outdoor and adventurous activity.<br>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.<br>• Embrace both leadership and team roles and gain the commitment and respect of a team.<br>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.<br>• Remain positive even in the most challenging circumstances, rallying others if need be.<br>• Use a range of devices in order to orientate themselves.<br>• Quickly assess changing conditions and adapt plans to ensure safety comes first. |

# PSHE

| Learning Objective | Milestone 1 | Milestone 2 | Milestone 3 |
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| To try new things | • Try new things with the help of others.<br>• Talk about some things of personal interest.<br>• Join in with familiar activities.<br>• Concentrate on things of interest. | • Try new things when encouraged.<br>• Enjoy new experiences.<br>• Join clubs or groups.<br>• Talk about new experiences with others. | • Enjoy new things and take opportunities wherever possible.<br>• Find things to do that give energy.<br>• Become fully involved in clubs or groups.<br>• Meet up with others who share interests in a safe environment. |
| To work hard | • Work hard with the help of others.<br>• Enjoy the results of effort in areas of interest.<br>• Take encouragement from others in areas of interest. | • Enjoy working hard in a range of activities.<br>• Reflect on how effort leads to success.<br>• Begin to encourage others to work hard. | • Have fun working hard.<br>• Understand the benefits of effort and commitment.<br>• Continue to practise even when accomplished.<br>• Encourage others by pointing out how their efforts gain results. |
| To concentrate | • Give attention to areas of interest.<br>• Begin to 'tune out' distractions.<br>• Begin to show signs of concentration.<br>• Begin to seek help when needed. | • Focus on activities.<br>• 'Tune out' some distractions.<br>• Search for methods to help with concentration.<br>• Develop areas of deep interest. | • Give full concentration.<br>• 'Tune out' most distractions.<br>• Understand techniques and methods that aid concentration.<br>• Develop expertise and deep interest in some things. |
| To push themselves | • Express doubts and fears.<br>• Explain feelings in uncomfortable situations.<br>• Begin to push past fears (with encouragement).<br>• Listen to people who try to help.<br>• Begin to try to do something more than once. | • Begin to understand why some activities feel uncomfortable.<br>• Show a willingness to overcome fears.<br>• Push past fears and reflect upon the emotions felt afterwards.<br>• Begin to take encouragement and advice from others.<br>• Keep trying after a first attempt. | • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.<br>• Push oneself in areas that are not so enjoyable.<br>• Listen to others who encourage and help, thanking them for their advice.<br>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook. |
| To imagine | • With help, develop ideas.<br>• Respond to the ideas of others'.<br>• Respond to questions about ideas.<br>• Act on some ideas. | • Begin to enjoy having new ideas.<br>• Show some enthusiasm for the ideas of others.<br>• Ask some questions in order to develop ideas.<br>• Show enjoyment in trying out some ideas. | • Generate lots of ideas.<br>• Show a willingness to be wrong.<br>• Know which ideas are useful and have value.<br>• Act on ideas.<br>• Ask lots of questions. |
| To improve | • Share with others likes about own efforts.<br>• Choose one thing to improve (with help).<br>• Make a small improvement (with help). | • Share with others a number of positive features of own efforts.<br>• Identify a few areas for improvement.<br>• Attempt to make improvements. | • Clearly identify own strengths.<br>• Identify areas for improvement.<br>• Seek the opinion of others to help identify improvements.<br>• Show effort and commitment in refining and adjusting work. |
| To understand others | • Show an awareness of someone who is talking.<br>• Show an understanding that ones own behaviour affects other people.<br>• Listen to other people's point of view. | • Listen to others, showing attention.<br>• Think of the effect of behaviour on others before acting.<br>• Describe the points of view of others. | • Listen first to others before trying to be understood.<br>• Change behaviours to suit different situations.<br>• Describe and understand others' points of view. |

| To not give up | • Try again with the help of others.<br>• Try to carry on even if a failure causes upset.<br>• Keep going in activities of interest.<br>• Try to think of oneself as lucky. | • Find alternative ways if the first attempt does not work.<br>• Bounce back after a disappointment or failure.<br>• Show the ability to stick at an activity (or a club or interest).<br>• See oneself as lucky. | • Show a determination to keep going, despite failures or set backs.<br>• Reflect upon the reasons for failures and find ways to bounce back.<br>• Stick at an activity even in the most challenging of circumstances.<br>• See possibilities and opportunities even after a disappointment.<br>• Consider oneself to be lucky and understand the need to look for luck. |

# Religious Education

| Learning Objective | Milestone 1 | Milestone 2 | Milestone 3 |
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| To understand beliefs and teachings | • Describe some of the teachings of a religion.<br>• Describe some of the main festivals or celebrations of a religion. | • Present the key teachings and beliefs of a religion.<br>• Refer to religious figures and holy books to explain answers. | • Explain how some teachings and beliefs are shared between religions.<br>• Explain how religious beliefs shape the lives of individuals and communities. |
| To understand practices and lifestyles | • Recognise, name and describe some religious artefacts, places and practices. | • Identify religious artefacts and explain how and why they are used.<br>• Describe religious buildings and explain how they are used.<br>• Explain some of the religious practices of both clerics and individuals. | • Explain the practices and lifestyles involved in belonging to a faith community.<br>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.<br>• Show an understanding of the role of a spiritual leader. |
| To understand how beliefs are conveyed | • Name some religious symbols.<br>• Explain the meaning of some religious symbols. | • Identify religious symbolism in literature and the arts. | • Explain some of the different ways that individuals show their beliefs. |
| To reflect | • Identify the things that are important in their own lives and compare these to religious beliefs.<br>• Relate emotions to some of the experiences of religious figures studied.<br>• Ask questions about puzzling aspects of life. | • Show an understanding that personal experiences and feelings influence attitudes and actions.<br>• Give some reasons why religious figures may have acted as they did.<br>• Ask questions that have no universally agreed answers. | • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.<br>• Explain their own ideas about the answers to ultimate questions.<br>• Explain why their own answers to ultimate questions may differ from those of others. |
| To understand values | • Identify how they have to make their own choices in life.<br>• Explain how actions affect others.<br>• Show an understanding of the term 'morals'. | • Explain how beliefs about right and wrong affect people's behaviour.<br>• Describe how some of the values held by communities or individuals affect behaviour and actions.<br>• Discuss and give opinions on stories involving moral dilemmas. | • Explain why different religious communities or individuals may have a different view of what is right and wrong.<br>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).<br>• Express their own values and remain respectful of those with different values. |

# Science

| Learning Objective | | Milestone 1 | Milestone 2 | Milestone 3 |
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| To work scientifically | | • Ask simple questions.<br>• Observe closely, using simple equipment.<br>• Perform simple tests.<br>• Identify and classify.<br>• Use observations and ideas to suggest answers to questions.<br>• Gather and record data to help in answering questions. | • Ask relevant questions.<br>• Set up simple practical enquiries and comparative and fair tests.<br>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.<br>• Gather, record, classify and present data in a variety of ways to help in answering questions.<br>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.<br>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.<br>• Identify differences, similarities or changes related to simple, scientific ideas and processes.<br>• Use straightforward, scientific evidence to answer questions or to support their findings. | • Plan enquiries, including recognising and controlling variables where necessary.<br>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.<br>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.<br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.<br>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.<br>• Present findings in written form, displays and other presentations.<br>• Use test results to make predictions to set up further comparative and fair tests.<br>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. |
| Biology | To understand plants | • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.<br>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.<br>• Observe and describe how seeds and bulbs grow into mature plants.<br>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.<br>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.<br>• Investigate the way in which water is transported within plants.<br>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | • Relate knowledge of plants to studies of evolution and inheritance.<br>• Relate knowledge of plants to studies of all living things. |
| | To understand animals and humans | • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | • Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.<br>• Describe the ways in which nutrients and water are transported within animals, including humans. | • Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting). |

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| | | • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).<br>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br>• Notice that animals, including humans, have offspring which grow into adults.<br>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).<br>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | • Identify that humans and some animals have skeletons and muscles for support, protection and movement.<br>• Describe the simple functions of the basic parts of the digestive system in humans.<br>• Identify the different types of teeth in humans and their simple functions. | |
| | To investigate living things | • Explore and compare the differences between things that are living, that are dead and that have never been alive.<br>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. | • Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.<br>• Give reasons for classifying plants and animals based on specific characteristics.<br>• Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats. | • Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).<br>• Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.<br>• Describe the life process of reproduction in some plants and animals.<br>• Describe the changes as humans develop from birth to old age.<br>• Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function. |
| | To understand evolution and inheritance | • Identify how humans resemble their parents in many features. | • Identify how plants and animals, including humans, resemble their parents in many features.<br>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.<br>• Identify how animals and plants are suited to and adapt to their environment in different ways. | • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.<br>• Describe how adaptation leads to evolution.<br>• Recognise how and why the human skeleton has changed over time, since we separated from other primates. |
| Chemistry | To investigate materials | • Distinguish between an object and the material from which it is made.<br>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. | • Compare and group together different kinds of rocks on the basis of their simple, physical properties.<br>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). | • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. |

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| | | • Describe the simple physical properties of a variety of everyday materials.<br>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.<br>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br>• Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. | • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.<br>• Compare and group materials together, according to whether they are solids, liquids or gases.<br>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.<br>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.<br>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.<br>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.<br>• Demonstrate that dissolving, mixing and changes of state are reversible changes.<br>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda. |
| Physics | To understand movement, forces and magnets | • Notice and describe how things move, using simple comparisons such as faster and slower.<br>• Compare how different things move.<br>• Observe the apparent movement of the Sun during the day.<br>• Observe changes across the four seasons.<br>• Observe and describe weather associated with the seasons and how day length varies. | • Notice that some forces need contact between two objects and some forces act at a distance.<br>• Observe how magnets attract or repel each other and attract some materials and not others.<br>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. | • Describe magnets as having two poles.<br>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.<br>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.<br>• Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.<br>• Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. |
| | To understand light and seeing | • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes. | • Notice that light is reflected from surfaces.<br>• Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows. | • Understand that light appears to travel in straight lines.<br>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.<br>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. |

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| To investigate sound and hearing | • Observe and name a variety of sources of sound, noticing that we hear with our ears. | • Identify how sounds are made, associating some of them with something vibrating.<br><br>• Recognise that sounds get fainter as the distance from the sound's source increases. | • Find patterns between the pitch of a sound and features of the object that produced it.<br><br>• Find patterns between the volume of a sound and the strength of the vibrations that produced it. |
| To understand electrical circuits | • Identify common appliances that run on electricity.<br><br>• Construct a simple series electrical circuit. | • Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.<br><br>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br><br>• Recognise some common conductors and insulators and associate metals with being good conductors. | • Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers.<br><br>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.<br><br>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. |
| To understand the Earth's movement in space | • Observe the apparent movement of the Sun during the day.<br><br>• Observe changes across the four seasons.<br><br>• Observe and describe weather associated with the seasons and how day length varies. | • Describe the movement of the Earth relative to the Sun in the solar system.<br><br>• Describe the movement of the Moon relative to the Earth. | • Describe the Sun, Earth and Moon as approximately spherical bodies.<br><br>• Use the idea of the Earth's rotation to explain day and night. |

# Curriculum – Opportunities Key Stage 1

| Art and design | Computing | Design and technology |
|---|---|---|
| • Use experiences and ideas as the inspiration for artwork.<br>• Share ideas using drawing, painting and sculpture.<br>• Explore a variety of techniques.<br>• Learn about the work of a range of artists, artisans and designers. | • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.<br>• Write and test simple programs.<br>• Use logical reasoning to predict the behaviour of simple programs.<br>• Organise, store, manipulate and retrieve data in a range of digital formats.<br>• Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.<br>When designing and making, pupils should be taught to:<br><br>**Design**<br>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.<br>• Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.<br>**Make**<br>• Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.<br>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according<br><br>**Evaluate**<br>• Explore and evaluate a range of existing products.<br>• Evaluate their ideas and products against design criteria.<br>**Technical knowledge**<br>• Build structures, exploring how they can be made stronger, stiffer and more stable.<br>• Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.<br>**Cooking and nutrition**<br>• Use the basic principles of a healthy and varied diet to prepare dishes.<br>• Understand where food comes from. |

| Geography | History | Languages | Music |
|---|---|---|---|
| • Investigate the world's continents and oceans.<br>• Investigate the countries and capitals of the United Kingdom.<br>• Compare and contrast a small area of the United Kingdom with that of a non-European country.<br>• Explore weather and climate in the United Kingdom and around the world.<br>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.<br>• Use world maps, atlases and globes.<br>• Use simple compass directions.<br>• Use aerial photographs.<br>• Use fieldwork and observational skills. | • The lives of significant individuals in Britain's past who have contributed to our nation's achievements<br>• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.<br>• Significant historical events, people and places in their own locality. | Not required at KS1<br>• *French will be taught from year 3, so any basic French words/phrases* | • Use their voices expressively by singing songs and speaking chants and rhymes.<br>• Play tuned and un-tuned instruments musically.<br>• Listen with concentration and understanding to a range of high-quality live and recorded music.<br>• Make and combine sounds using the inter-related dimensions of music. |

| Physical Education | PSHE | Religious Education |
|---|---|---|
| • Participate in team games, developing simple tactics for attacking and defending.<br>• Perform dances using simple movement patterns. | • Discuss and learn techniques to improve in the eight areas of 'success'.<br>• Study role models who have achieved success | • Study the main stories of Christianity.<br>• Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.<br>• Study other religions of interest to pupils. |

| Science |
|---|
| **Working scientifically**<br>Across all year groups scientific knowledge and skills should be learned by working scientifically: experience and observe phenomena; investigate, observe and record; explain and share results; and evaluate outcomes. |

| Biology | Chemistry |
|---|---|
| Plants<br>    • Identify, classify and describe their basic structure.<br>    • Observe and describe growth and conditions for growth.<br>Habitats<br>    • Look at the suitability of environments and at food chains.<br>Animals and humans<br>    • Identify, classify and observe.<br>    • Look at growth, basic needs, exercise, food and hygiene. | Materials<br>    • Identify, name, describe, classify, compare properties and changes.<br>    • Look at the practical uses of everyday materials.<br>Physics<br>Seasonal Changes<br>    • Observe weather and seasonal changes. |

# Curriculum – Opportunities Key Stage 2

| Art and design | Computing | Design and technology |
|---|---|---|
| <ul><li>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</li><li>Develop and share ideas in a sketchbook and in finished products.</li><li>Improve mastery of techniques.</li><li>Learn about the great artists, architects and designers in history.</li></ul> | <ul><li>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li><li>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</li><li>Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.</li><li>Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</li><li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</li><li>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li></ul> | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.<br>When designing and making, pupils should be taught to: |

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**Design**
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

**Make**
- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**Evaluate**
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world

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**Technical knowledge**
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
- Apply their understanding of computing to programme, monitor and control their products.

**Cooking and nutrition**
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

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| Geography | History | Music |
|---|---|---|
| • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.<br>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.<br>• Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.<br>• Locate the geographic zones of the world.<br>• Understand the significance of the geographic zones of the world.<br>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).<br>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.<br>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.<br>• Describe and understand key aspects of:<br>  – physical geography, including: climate zones, biomes and vegetation belts,<br>  – rivers, mountains, volcanoes and earthquakes and the water cycle<br>  – human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.<br>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the<br>• United Kingdom and the world.<br>• Use a wide range of geographical sources in order to investigate places and patterns.<br>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. | • Changes in Britain from the Stone Age to the Iron Age.<br>• The Roman Empire and its Impact on Britain.<br>• Britain's settlement by Anglo Saxons and Scots.<br>• The Viking and Anglo Saxon struggle for the Kingdom of England.<br>• A local history study.<br>• A study of a theme in British history.<br>• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.<br>• Ancient Greece.<br>• A non- European society that contrasts with British history, chosen from:<br>  – Early Islamic Civilization<br>  – Mayan Civilization<br>  – Benin.<br>• History of interest to pupils | • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.<br>• Improvise and compose music using the inter-related dimensions of music separately and in combination.<br>• Listen with attention to detail and recall sounds with increasing aural memory.<br>• Use and understand the basics of the staff and other musical notations.<br>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.<br>• Develop an understanding of the history of music. |

| Languages | Physical Education | PSHE | Religious Education |
|---|---|---|---|
| In the chosen modern language (French):<br>• Speak<br>• Read<br>• Write<br>• Look at the culture of the countries where the language is spoken. | • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.<br>• Take part in gymnastics activities.<br>• Take part in athletics activities.<br>• Perform dances.<br>• Take part in outdoor and adventurous activity challenges both individually and within a team.<br>• Swimming and water safety: take swimming instruction | • Discuss and learn techniques to improve in the eight areas of 'success'.<br>• Study role models who have achieved success.<br>• Study those who have lost success and relate this to the eight areas of 'success'. | • Study the beliefs, festivals and celebrations of Christianity.<br>• Study at least two other religions in depth. Choose from Buddhism, Hinduism,<br>• Islam, Judaism or Sikhism.<br>• Study three of the major six religions not studied in depth in order to gain a brief outline.<br>• Study other religions of interest to pupils |

| Science |
|---|
| **Working scientifically** |
| Across all year groups scientific knowledge and skills should be learned by working scientifically: experience and observe phenomena; investigate, observe and record; explain and share results; and evaluate outcomes. |

| Biology | Chemistry | Physics |
|---|---|---|
| Plants<br>• Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.<br><br>Evolution and in heritance<br>• Look at resemblance in offspring.<br>• Look at changes in animals over time.<br>• Look at adaptation to environments.<br>• Look at differences in offspring.<br>• Look at adaptation and evolution.<br>• Look at changes to the human skeleton over time.<br><br>Animals and humans<br>• Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.<br>• Look at the digestive system in humans.<br>• Look at teeth.<br>• Look at the human circulatory system.<br><br>All living things<br>• Identify and name plants and animals<br>• Look at classification keys.<br>• Look at the life cycle of animals and plants.<br>• Look at classification of plants, animals and micro organisms.<br>• Look at reproduction in plants and animals, and human growth and changes.<br>• Look at the effect of diet and exercise and drugs. | Rocks and fossils<br>• Compare and group rocks and describe the formation of fossils.<br><br>States of matter<br>• Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.<br><br>Materials<br>• Examine the properties of materials using various tests.<br>• Look at solubility and recovering dissolved substances.<br>• Separate mixtures.<br>• Examine changes to materials that create new materials that are usually not reversible. | Light<br>• Look at sources, seeing, reflections and shadows.<br>• Explain how light appears to travel in straight lines and how this affects seeing and shadows.<br><br>Sound<br>• Look at sources, vibration, volume and pitch.<br><br>Electricity<br>• Look at appliances, circuits, lamps, switches, insulators and conductors.<br>• Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.<br><br>Forces and magnets<br>• Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.<br>• Look at poles, attraction and repulsion.<br>• Look at the effect of gravity and drag forces.<br>• Look at transference of forces in gears, pulleys, levers and springs.<br><br>Earth and space<br>• Look at the movement of the Earth and the moon.<br>• Explain day and night. |

# Curriculum Map

| | Computing | Geography | History | PE | RE | Science |
|---|---|---|---|---|---|---|
| Y1 | • Programming<br>• Digital artist<br>• Researching<br>• Presenting<br>• Publishing<br>• Film making | • The UK<br>• The continents<br>• Our local area | • Local history study<br>• Events beyond living memory – changes in toys, inventions, first aeroplane<br>• Festivals/anniversaries | • Games<br>• Dance<br>• Gymnastics<br>• Net/Wall games<br>• Athletics | • What stories can teach us about life<br>• Where do I belong? What do I believe?<br>• Stories from the Bible<br>• Who is a Christian and what do they believe<br>• Who is an inspiring person<br>• Living in harmony | • Plants<br>• Animals (inc. humans)<br>• Everyday materials<br>• Seasonal changes |
| Y2 | • Animating<br>• Programming<br>• Data handling<br>• Researching and presenting<br>• Digital musician<br>• Film making | • Compare local area to a non-European country<br>• The UK<br>• The continents | • Significant individuals – Mary Seacole, Florence Nightingale<br>• Significant historical events – Great Fire of London<br>• Kings and Queens<br>• Local history of Bilston | | • Giving thanks to the Earth<br>• Visiting a place of worship<br>• Can we find the meanings of symbols?<br>• Who celebrates what and why?<br>• How do Jewish people express their beliefs in practice?<br>• What is the Torah and why is it important? | • Living things and their habitats<br>• Plants<br>• Animals (inc. humans)<br>• Everyday materials<br>• Seasonal changes |
| Y3 | • Programming<br>• Digital artist<br>• Researching and presenting<br>• Publishing<br>• Designing<br>• Broadcasting<br>• | • Locate world's countries<br>• A region of UK (not local) | • Changes in Britain from stone age to iron age<br>• Roman Empire | • Invasion games<br>• Dance<br>• Gymnastics<br>• Net/Wall games<br>• Athletics<br>• Striking and fielding<br>• Swimming | • Beginning to learn about Sikhism<br>• What does it mean to be a Sikh<br>• Who inspires me?<br>• Why is Jesus important for Christians?<br>• What does light mean? Making signs and symbols fascinating<br>• Creation and green issues | • Plants<br>• Animals (inc. humans)<br>• Rocks<br>• Light<br>• Forces and magnets |
| Y4 | • Programming<br>• Animating<br>• Data handling<br>• Researching and presenting<br>• Digital musician<br>• Film making<br>• | • Understand climate, volcanoes, earthquakes, settlements, trade links etc.<br>• Water cycle | • British settlement by Anglo-Saxons and Scots<br>• Viking raids and invasion to the time of Edward the confessor<br>• Tudors | | • How is new life welcomed into the world?<br>• What are the deeper meanings of celebrations?<br>• How does a Christian follow Jesus?<br>• Why is Easter important?<br>• Growing up in a Hindu family<br>• What religions are represented in our neighbourhood? | • Living things and their habitats<br>• Animals (inc. humans)<br>• States of matter<br>• Sound<br>• Electricity |

| | | | | | |
|---|---|---|---|---|---|
| **Y5** | • Programming<br>• Digital artist<br>• Researching and presenting<br>• Publishing<br>• Designing<br>• Broadcasting | • Name and locate countries, cities, regions of UK<br>• A region of Europe | • Victorians<br>• Britain since 1930<br>• An aspect or theme that extends chronological knowledge – Space and the solar system | • Invasion games<br>• Dance<br>• Gymnastics<br>• Net/Wall games<br>• Athletics<br>• Striking and fielding<br>• Outdoor activities | • What does it mean to be a Muslim?<br>• What can we learn from reflecting on Sikh, Muslim and Christian wisdom?<br>• Can religion help build a fair world?<br>• Why do Christians make special journeys?<br>• How does a Christian follow Jesus? | • Living things and their habitats<br>• Animals (inc. humans)<br>• Properties and changes of materials<br>• Earth and space<br>• Forces |
| **Y6** | • Programming<br>• Animating<br>• Data handling<br>• Researching and presenting<br>• Digital musician<br>• Film making | • Name and locate countries, cities, regions of UK<br>• A region of the Americas | • Ancient Civilisation<br>• Greek Life and impact on Western World<br>• Non-European society (Islam, Benin or Mayan) | | • What's so special about marriage?<br>• Why do Muslims, Sikhs, Hindus and Jews make special journeys?<br>• How do you find your way through the moral maze?<br>• How do people express faith through sound and image?<br>• Christianity in our neighborhood<br>• Growing up in a Christian family | • Living things and their habitats<br>• Animals (inc. humans)<br>• Evolution and inheritance<br>• Light<br>• Electricity |

*Other subject skills are taught through the topics planned above.