

## KS2 'Beautiful Butleigh' Topic Key Skills and knowledge

		Y3	Y4	Y5	Y6	
Science	Working Scientifically	To ask relevant questions and using different types of scientific enquiries to answer them	To record findings using scientific language, drawings, labelled diagrams	To report and present findings from enquiries including conclusions, causal relationships and level of trust in results	To produce written, oral or presentations of findings	
		To use straightforward scientific evidence to answer questions or support findings	To identify differences, similarities or changes related to scientific ideas and processes	To use primary and secondary sources of information to support a scientific idea	To identify scientific evidence that has been used to support or refute ideas or arguments	
	Evolution and inheritance <i>(Survival of the Fittest).</i>				To recognise that living things have changed over time	To recognise that adaptations may lead to evolution
				To identify some ways in which animals from different environments are adapted for the places in which they live	To identify how animals and plants are adapted to suit their environments in different ways	
	Animals inc. Humans <i>(Circle of Life)</i>	To know some of the organs involved in the digestive system	To describe the simple functions of the basic parts of the digestive system in humans			
		To identify the different types of teeth in humans and their simple functions	To identify the different types of teeth in humans and their simple functions			
construct and interpret a variety of food chains, identifying producers, predators and prey		construct and interpret a variety of food chains, identifying producers, predators and prey				
History	Local history study	To answer questions about <b>change</b> , cause, <b>similarity</b> , <b>difference</b> and significance	To answer questions about <b>change</b> , cause, <b>similarity</b> , <b>difference</b> and significance	To regularly address and devise historically valid questions about change, cause, similarity, difference and significance	To regularly address and devise historically valid questions about change, cause, similarity, difference and significance	
		To identify which artefact is the most useful to me	To recognize a primary and secondary source of historical information	To use evidence to construct my own structured accounts to answer historical questions	To use evidence to construct my own structured accounts to answer historical questions	
	Chronology	To place events, periods and people studied within a coherent timeline	To place events, periods and people studied within a coherent timeline	To place events, periods, people and artefacts on a large-scale timeline adding correct dates	To place events, periods, people and artefacts on a large scale timeline adding correct dates	
	Historical themes	To know how Britain has influenced and been influenced by the wider world	To know how Britain has influenced and been influenced by the wider world	To understand the connections between local, regional, national and international history	To understand the connections between local, regional, national and international history	
Geography	UK locational knowledge	To identify human and physical characteristics of the United Kingdom and land-use patterns	To identify human and physical characteristics of the United Kingdom and land-use patterns	To understand how the human and physical characteristics of the United Kingdom have changed over time	To understand how the human and physical characteristics of the United Kingdom have changed over time	
	Geographical skills	To use fieldwork to observe, measure, record and present the human and physical features in the local area	To use fieldwork to observe, measure, record and present the human and physical features in the local area	To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Art	Legacy of art and artists	To study artists and look for themes across their work	To study artists and look for themes across their work	To know about great artists	To know about great artists	
	Drawing	To develop my control and different techniques	To develop my control and different techniques	To develop my drawing using precision and proficiency  To begin to evaluate my work	To develop my drawing using precision and proficiency  To begin to evaluate my work	
RSHE	Relationships: TEAM	To develop and know what constitutes a positive healthy friendship and work to resolve issues	To develop and know what constitutes a positive healthy friendship and work to resolve issues	To develop a range of teamwork skills e.g. compromise, negotiation, teamwork and responsibility.	To develop a range of teamwork skills e.g. compromise, negotiation, teamwork and responsibility.	
		To understand how your behaviour can affect others both in person and online	To understand how your behaviour can affect others both in person and online	To demonstrate how we can show to care for others as well as to know different types of unkind behaviour and how it can affect others.	To demonstrate how we can show to care for others as well as to know different types of unkind behaviour and how it can affect others.	
	Health and wellbeing: Mental wellbeing	To use a range of vocabulary to describe your feelings and know how everyday things affect feelings and the importance of expressing feelings	To use a range of vocabulary to describe your feelings and know how everyday things affect feelings and the importance of expressing feelings	To recognise and talk about their and others' emotions and, using a varied vocabulary of words to describe them and use some self-care ideas.	To recognise and talk about their and others' emotions and, using a varied vocabulary of words to describe them and use some self-care ideas.	

<b>RE</b>	Beliefs-People of God	Pupils know that Christians believe that God makes covenants or pacts with his people.	Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows	Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.	Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
	Knowledge	Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both.	Pupils can give detailed example of people today try to live the way God wants often at personal cost.	Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.	Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.
<b>PE</b>	Health and fitness	To describe how my body changes before and after exercise	To describe how my body changes before and after exercise	To evaluate an activity in terms of its physical benefits to me	To evaluate an activity in terms of its physical benefits to me
	Cognitive skills: Attacking and defending:	To demonstrate successful catching and throwing skills	To throw and catch with accuracy and control	To explore different shots and tactics and composition	To perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Swimming	To enter and exit the pool safely without the use of the steps	To use an effective front and back stroke	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
<b>Computing</b>	Using a computer	To find a range of file types in different locations and copy and paste them into a different location	To find a range of file types in different locations and copy and paste them into a different location	To design a web page  To understand computer networks including the internet; how they can provide multiple services, such as the world wide web  To save, retrieve and evaluate their work, making amendments and organising files	To design a web page  To understand computer networks including the internet; how they can provide multiple services, such as the world wide web  To save, retrieve and evaluate their work, making amendments and organising files
	E safety	To understand how computers can monitor and control physical systems	To understand how computers can monitor and control physical systems	To consider the ownership and use of images (copyright) Project Evolve: To demonstrate the use of search tools to find and access online content which can be reused by others.	To consider the ownership and use of images (copyright) Project Evolve: To demonstrate the use of search tools to find and access online content which can be reused by others.
<b>MFL</b>	Getting to know you	To greet someone with basic information about myself  To count to 10	To greet someone with basic information about myself  To count to 10	To recognise the difference between English and French future tenses  To follow a story and take an educated guess at unknown words, using their reading strategies	To recognise the difference between English and French future tenses  To follow a story and take an educated guess at unknown words, using their reading strategies

### KS1 'Beautiful Butleigh' Topic Key Skills

Y1	Y2
<b>Science</b>	<b>Science</b>
<b>C&amp;L Listening, attentions and understanding</b> Make comments about what they have heard and ask questions to clarify their understanding.	<b>Working Scientifically</b> To ask questions about the world around me  To begin noticing patterns and relationships with help
<b>UTW – The Natural World</b> Explore our bodies and make observations about how we are the same and different	<b>Animals, including humans: People and their pets</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  To notice that animals, including humans, have offspring which grow into adults  To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b>UTW – Past and Present</b> Talk about the school/area and notice old and new features.	<b>History</b> Significant in my locality /Historical themes  To know how my school/school area is different now to how it was in the past  To know that Britain has been shaped by its history
<b>UTW – Past and Present</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<b>Chronology</b> To sort pictures, names artefacts and events into past and present  To order pictures, names artefacts and events into past and present on a timeline
<b>UTW – Past and Present</b> Understand the past through pictures and begin to express their ideas	<b>Historical Skills</b> To study historical artefacts and think about what they tell me about the past  To identify which artefact is the most useful to me
<b>UTW – The Natural World</b> Understand and name different features of the school and the surrounding area	<b>Geography</b> My immediate area To find my town on a map of the United Kingdom  Geographical skills To use simple fieldwork and observational skills to study the geography of my school and its grounds  To name and locate the four capital cities of the United Kingdom  To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment

<b>EA&amp;D – Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<b>Art</b>	The legacy of artists	To study the work of a famous artist	To know the work of a range of artists, crafts makers and designers
<b>C&amp;L - Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		Drawing	To explore some simple techniques including shape	To develop a wide range of art and design techniques (line & shape) with accuracy and
<b>PSED – Managing Self</b> Build constructive and respectful relationships.	<b>RSHE</b>	Relationships	To know how to be a good friend	To know how to ask for help if a friendship is making them feel unhappy
<b>PSED – Self-regulation</b> Express their feelings and consider the feelings of others.			H&W: Mental wellbeing	To identify what they are good at, what they like and dislike
<b>F6 - To know some stories about Jesus from the Bible</b>	<b>RE</b>	Beliefs	To know that Christians believe in God and that they find out about him in the Bible. To know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'.	To find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.
<b>F4 – To understand that Christians pray to God</b>		Knowledge	They know that Christians worship God and pray to him. They can identify different types of prayer	To know that Christians believe that God is loving kind forgiving and fair.
To describe how the body feels when still and when exercising.	<b>PE</b>	Health and fitness	To describe how the body feels before, during and after exercise.	To recognise and describe how the body feels during and after different physical activities.
To create a short sequence of movements.		Attacking and defending Netball	To practise basic throwing and catching skills	To throw and catch a ball with increasing control.
To control my body when performing a sequence of movements.			To engage in competitive activities and team games.	To compete against self and others.
To show safety awareness around the pool		Swimming	To show safety awareness around the pool	To show water confidence by fully submerging in water
<b>Active learning</b> <b>Creating and thinking critically</b>	<b>Computing</b>	Using a computer	To close down an app or program when I have finished using it	To name and save a document in a specified location
		Digital literacy	To know that some programs are stored on a device and some are accessed on the internet	To know that the internet is a collection of different pages that can be made by anyone
<b>UTW – People, Cultures and Communities</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	<b>MFL</b>	Listening	To begin to listen and copy greeting and basic phrases	To listen and copy greeting and basic phrases
		Speaking	To learn to repeat and reproduce the language I hear with accurate pronunciation.	To learn to articulate key words introduced in the lesson and understand their meaning.