

'Magical world' Topic Key Skills and disciplinary knowledge

| | | Y3 | Y4 | Y5 | Y6 |
|--------------------------|---|--|--|---|---|
| Science | Working Scientifically | To make careful observations, taking accurate measurements | To make systematic observations, taking accurate measurements using a range of equipment (including digital) | To plan different types of scientific enquiries to answer questions including recognizing and controlling variables where necessary | To report and present findings from enquiries including conclusions, causal relationships and level of trust in results |
| | | To set up simple practical enquiries | To set up comparative and fair test | To take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where necessary | To identify scientific evidence that has been used to support or refute ideas or arguments |
| | | To use straightforward scientific evidence to answer questions or support findings | To identify differences, similarities or changes related to scientific ideas and processes | To recording data and results of increasing complexity using scientific diagram and labels, classification keys, tables, and bar graphs | To use test results to make predictions to set up further comparative and fair tests |
| | Shine a light (Hamilton) | recognise that they need light in order to see things and that dark is the absence of light | notice that light is reflected from surfaces iii. recognise that light from the sun can be dangerous and that there are ways to protect their eyes | | |
| | | recognise that shadows are formed when the light from a light source is blocked by an opaque object | find patterns in the way that the size of shadows change | | |
| | Welcome to the force land (Hamilton) | | | explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object | |
| | | | identify the effects of air resistance, water resistance and friction, that act between moving surfaces | recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect | |
| Geography | UK location knowledge-physical geography | To name and locate counties and cities of the United Kingdom as well as local rivers | | To name and locate geographical regions of the United Kingdom and key topographical features (including hills, mountains, coasts and rivers) | |
| | LWKS2: Hamilton Block B: Rivers for People UPKS2: Earth Matters- Rivers and coasts | Describe and understand key aspects of human and physical geography including land use and rivers. | Describe and understand key aspects of human geography including, settlement, land use and the distribution of water. | Identify the source of a local river, its route to the sea and its significant features. | Use maps to track a river's course. |
| | Geographical skills: Field work | Use maps and atlases to locate and describe features studied | | Name and describe key coastal features. | Research the processes involved in coastal erosion. |
| | | Describe and understand key aspects of: physical geography including rivers and vegetation belts | | Discuss the human impacts on floodplains. | Understand the importance of flood management systems. |
| Art | Experiment and create | Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. | | Create mixed media art using found and reclaimed materials. Select materials for a purpose. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. | |
| | | Texture: Analyse and describe texture within artists' work. Use a range of materials to express complex textures. | | Texture: Use a range of materials to express complex textures. Develop understanding of texture through practical making activities. Understand how artists manipulate materials to create texture. | |
| | | Form: Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. | | Form: Further extend their ability to describe and model form in 3D using a range of materials. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. | |
| Legacy of art and artist | To have studied a range of techniques from different times and cultures | To have studied a range of techniques from different times and cultures | To know and understand the historical and cultural development of different art forms | To know and understand the historical and cultural development of different art forms | |
| RSHE | Be yourself (Twinkl) | list some of their achievements and say why they are proud of them | suggest assertive solutions to scenarios | discuss scenarios where children are torn between 'fitting in' and being true to themselves | |
| | | identify facial expressions associated with different feelings | explain that the messages they receive from the media about how they should look, think and behave are not always realistic | explain how to communicate their feelings in different situations | discuss which situations would make people fight or flee and why and create resolutions to different tricky situations |
| | | describe some strategies that they could use to help them cope with uncomfortable feelings; | | discuss different ways to manage uncomfortable feelings | |
| | | suggest ways to make things right after a mistake has been made and explain that mistakes help them to learn and grow | | identify the feelings involved in making a mistake and understand how to make amends | |
| | Growing up (RSHE) additional lessons. | name the main male and female body parts needed for reproduction | | name physical changes young people will experience during puberty | describe emotional changes young people might experience during puberty |
| | | describe some of the changes that boys and girls go through during puberty; | | list things that all loving relationships have in common | explain what a sexual relationship is |
| | | explain in simple terms how babies are made and how they are born | | explain how babies are conceived and how they are born | |
| RE | Salvation (Understanding Christianity) | Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story' | Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. | Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. | Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. |

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| | | Give examples of what the texts studied mean to some Christians. | | Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. | |
| | | Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. | Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. | Show how Christians put their beliefs into practice. | Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. |
| | | Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. | | Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. | |
| PE- | Health and fitness | To explain why we need to warm up and cool down | To describe the fitness components and explain how often and how long I should exercise to be healthy | To self-select and perform appropriate warm up and cool down activities. | To manage risks in my activity and environment |
| | Badminton | Use hitting skills in a game. Practise basic striking, sending and receiving. Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Use running, jumping, throwing and catching in isolation and in combination | Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. | To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending |
| | Swimming | To use an effective front and back stroke | To swim effectively over a distance of at least 10 metres | To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | To swim competently, confidently and proficiently over a distance of at least 25 metres |
| Computing | LWKS2 Photo editing UPKS2 Data Information-Spreadsheets | Identify the types of image needed in relation to their chosen theme Outline how the images will be used together | Use a range of tools to create their image | To create a data set in a spreadsheet | To build a data set in a spreadsheet |
| | | Suggest colours and effects that might suit their scene Select images and combine them into one | Add relevant text to their publication | I can apply a formula to calculate the data I need to answer questions | To explain that formulas can be used to produce calculated data |
| | | Evaluate and reflect on the impact that changes have made on an image | | To create a spreadsheet to plan an event | To choose suitable ways to present data |
| | E safety | Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | |
| MFL | Friends and family (Twinkl-Year 3/5) | identify and introduce some of their relations; | recognise some rooms in their home; | join in traditional songs and rhymes | recognise rhyming sounds |
| | | name some common pets; | consider whether nouns are masculine or feminine; make new sentences by substituting other vocabulary appropriately | use 1st person possessive adjectives confidently and recognise that third person is different | introduce family members |

KS1 'Coast to coast' Topic Key Skills

| EYFS | | | Y1 | Y2 | |
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| Talk about the differences between materials and changes they notice | Science | Working Scientifically | To use simple measuring equipment | To observe closely using simple equipment | |
| | | | To compare objects and materials and sort and group them | To use the skills of identifying and classifying | |
| | | | To begin noticing patterns and relationships with help | To use their observations and ideas to suggest answers to questions | |
| UTW – The Natural World Explore the natural world around them. (Ice melting) Talk about the differences between materials and changes they notice | | Materials-Exploring changes. | describe the simple physical properties of a variety of everyday materials | | |
| | | | identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | |
| | | | distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | | |
| | compare and group together a variety of everyday materials based on their simple physical properties | | find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching | | |
| UTW – The Natural World Recognise some environments that are different from the one in which they live. | Geography (Four nations-Hamilton) | Fieldwork | To recognise features of my town or school on an aerial photograph | Use aerial photographs & plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use & construct basic symbols in a key | |
| | | | To use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and weather | To use basic geographical vocabulary to refer to key human features including city, town, village, countryside, moor, peak, lake, river and sea | |
| | | UK knowledge | To know that that the United Kingdom is an island | To name, locate and identify characteristics of the four countries of the United Kingdom | |
| | | | To find my town on a map of the United Kingdom | To name and locate the four capital cities of the United Kingdom | |
| | | | To name and locate the United Kingdom's surrounding seas | | |
| | | EA&D – Sculpt and Weave Change the shape of play dough or clay by inching, squeezing, rolling or imprinting into the clay. Create simple models. Sculpt and Weave Weave on a large scale with wheels and looms | Art | Craft, design, materials and techniques | To explore a range of materials to weave |
| Experiment and create-Form | To explore some simple techniques including colour and shape | | | Learn about form and space through making sculptures and developing language Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing | |
| Experiment and create-Texture | Identify and describe different textures. Select and use appropriate materials to create textures | | | | |
| Legacy of artists | To study the work of a famous artist | | | To know the work of a range of artists, craft makers and designers | |
| PSED – Self-regulation See themselves as a valuable individual. | PSHE | Be yourself (Twinkl) | Identify their own special traits and qualities | Explain how change/loss can make them feel | |
| | | | Identify and name common feelings | Identify feelings from facial expressions. | |
| PSED – Self-regulation Think about the perspectives of others. | | | Know times and situations that make them happy/unhappy/cross | Explain how to manage feelings of anger and sadness | |
| | | | Understand the importance of sharing their thoughts and feelings. | Understand the importance of sharing their thoughts and feelings respectfully. | |
| | | | Growing up (RSHE) additional lessons. | I can name the main parts of boys' and girls' bodies, and which should be kept private. | identify some differences between males and females. |
| | | | | I understand how to respect my own and other people's bodies. | understand the words 'no' and 'stop'. |
| Understanding the World: Understand that some places are special to members of their community | RE | Salvation | Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. | Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). | |

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| <p>Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.</p> | | | <p>Recognise that Jesus gives instructions about how to behave.</p> | <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> |
| | | | <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> | |
| <p>PD: Gross motor to describe how the body feels when still and when exercising.</p> | <p>PE</p> | <p>Health and fitness</p> | <p>To explain how my body feels before, during and after exercise</p> | <p>To explain how my body feels before, during and after exercise</p> |
| <p>PD: Gross motor Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To move in different directions</p> | | <p>Badminton</p> | <p>To engage in competitive (both against self and against others) and co-operative physical activities- learning to throw, hit and catch.</p> | <p>To master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> |
| <p>PD: Gross motor to show safety awareness around the pool</p> | | <p>Swimming</p> | <p>To show water confidence by fully submerging in water</p> | <p>To propel 5m through water without touching the side or floor</p> |
| <p>Active learning Creating and thinking critically</p> | <p>Computing</p> | <p>Data and information-grouping data</p> | <p>To describe objects in different ways</p> | <p>To count objects with the same properties</p> |
| | | | <p>To compare groups of objects</p> | <p>To answer questions about groups of objects</p> |
| | | <p>E safety</p> | <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully</p> | |
| <p>UTW – People, Cultures and Communities 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.</p> | <p>MFL</p> | <p>Listening</p> | <p>Songs and rhymes- to listen and sing some simple songs in French</p> | |
| | | <p>Speaking</p> | | |