

KS2 'Frozen Planet' Topic Key Skills and knowledge

		Y3	Y4	Y5	Y6	
Science	Working Scientifically	asking relevant questions and using different types of scientific enquiries to answer them	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
		setting up simple practical enquiries, comparative and fair tests iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs		
	States and changing materials- What's the matter	compare and group materials together, according to whether they are solids, liquids or gases	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature			
		observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)				
	UP Special Effects materials			compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating i	
				know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	demonstrate that dissolving, mixing and changes of state are reversible changes	
					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 and the action of acid on bicarbonate of soda	
		To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America				
	Geography	Alternate location knowledge			To describe and understand key aspects of human geography including trade links, and the distribution of natural resources (e.g., energy, food, minerals and water)	To name major environments (biomes) and their importance to the world: The Arctic Tundra,
			To describe and understand key aspects of physical geography including volcanoes, rivers, mountains, earthquakes, flood plains	To describe and understand key aspects of physical geography including volcanoes, rivers, mountains, earthquakes, flood plains	To use maps & atlases to locate countries concentrating on their environmental regions, key physical & human characteristics, countries, & major cities	To use maps & atlases to locate countries concentrating on their environmental regions, key physical & human characteristics, countries, & major cities
	Geographical skills	To use a range of sources to collect information about a location	To use a range of sources to collect information about a location	To present information about a location using information from a range of sources	To present information about a location using information from a range of sources	
DT	Design	To solve real and relevant problems within a variety of contexts	To solve real and relevant problems within a variety of contexts	To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose	To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose	
	Make	To use a range of tools with accuracy and precision	To use a range of tools with accuracy and precision	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	
	Evaluate	To evaluate positive and negative features of existing products	To evaluate positive and negative features of existing products	To investigate and analyse a range of existing products	To investigate and analyse a range of existing products	
	Music	To play instruments musically with increasing confidence and control	To play instruments musically with increasing confidence and control	To use their voice to create and compose music on their own and with others	To use their voice to create and compose music on their own and with others	

RSHE	Relationships: TEAM	understand the causes of negative thoughts. . .	identify ways to cope with negative thoughts	name some strategies to deal with unhelpful thoughts. appreciate how making good choices can make us happy.	know how to make an informed choice
		identify some mindfulness techniques and discuss which they like to use.	identify strategies to cope with uncomfortable emotions	describe the difference between a growth mindset and a fixed mindset.	identify strategies for facing a challenge.
	Health and wellbeing: Mental wellbeing	understand that having a positive attitude is good for our mental health.	understand the impact certain changes can have on people and how it can affect them emotionally	describe how their thoughts, feelings and behaviours influence each other. explain the range and intensity of their feelings to others.	understand how mindfulness techniques can be used in their everyday lives.
RE	Beliefs- Incarnation	Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of The Trinity.	Pupils know that Jesus was Jewish. Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.	Pupils can discuss the extent to which this is reflected in current celebrations of Christmas. They can make connections to the 'Big Story' of Christianity.
	Knowledge	Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.	Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit.	Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation).	They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument
PE	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
	Dance	To react positively when things become difficult and persevere with a task and improve my performance	To react positively when things become difficult and persevere with a task and improve my performance	To compare their performances with previous ones and demonstrate improvement to achieve their personal best	To compare their performances with previous ones and demonstrate improvement to achieve their personal best
	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]
Computing	Data and information	To use a range of graphics and text formatting from a range of software confidently when presenting data and information for a range of audiences		To create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information	
	E safety	To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour		To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	
MFL		follow a story and join in the repeated parts;	predict a repeated phrase;	Listen and respond to topic vocabulary Answer questions orally using the topic vocabulary	Using the correct masculine and feminine form of adjectives and 'some'
		say what foods from a set they like/dislike;	make a range of simple statements by substituting vocabulary	Write an answer in a sentence using a modelled sentence Take part in role play using the key phrases studied	Write some words and phrases from memory Take part in role play using the key phrases studied

KS1 'Frozen planet' Topic Key Skills

EYFS			Y1	Y2
Talk about the differences between materials and changes they notice	Science	Working Scientifically	observing closely, using simple equipment.	performing simple tests
			To compare objects and materials and sort and group them	TO use skills to identify and classify
UTW – The Natural World Explore the natural world around them. (Ice melting)		Everyday materials- Brilliant Builders 2	To distinguish between an object and the material from which it is made.	To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses
Talk about the differences between materials and changes they notice			To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	
		To describe the simple physical properties of a variety of everyday materials.	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	
		To compare and group together a variety of everyday materials based on their simple physical properties		
UTW – Past and Present Compare and contrast characters from stories, including figures from the past.	History	Significant individuals	To know how people, I have studied are similar or different (Matthew Henson, Shackleton)	To know why my era is significant
			To use words like older, newer, before, after, past and present when describing people, I have studied	To understand historical terms (century, war, peace, monarch, local, history, national history, world history)
		Chronology	To know what time the people I am studying come from	To recognise features of different eras and use this to place people
UTW – Past and Present Understand the past through pictures and begin to express their ideas		Historical Skills	To know about the person, I am studying	To use sources to find information about a person I am studying
UTW – The Natural World Recognise some environments that are different from the one in which they live.	Geography	Alternative location	To recognise that places contain physical/natural and human/made features	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country
		Geographical skills	To look at books and photographs of different locations	To research locations
			To use basic geographical vocabulary to refer to key physical features	To use basic geographical vocabulary to refer to key physical features including: ocean, cliff, mountain
UTW – The Natural World Explore how things work.	DT	Design	To think what I want my product to do	To design a product with an awareness of purpose
EA&D – Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		Make	To select tools and techniques needed to shape, assemble and join materials	To select from and use a range of tools and equipment to perform practical tasks
EA&D – Creating with materials share their creations, explaining the process they have used.		Evaluate	To say what I like and don't like about existing designs	To explore and evaluate a range of existing products.
EA&D – Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Music	Performing music	To sing simple songs, chants and rhymes from memory	
			To sing collectively and at the same pitch, responding to simple visual directions	To use their voices expressively and creatively by singing songs and speaking chants and rhymes
PSED – Self-regulation how an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	RSHE	Think positive	identify and discuss feelings and emotions, using simple terms and describe things that make them feel happy and unhappy.	recognise and describe positive thoughts and negative thoughts
			understand that they have a choice about how to react to things that happen	Think about and discuss the consequences of decisions they make and their actions.
PSED – Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate			talk about personal achievements and goals describe difficult feelings and what might cause these feelings.	<ul style="list-style-type: none"> set goals for themselves and think about how they might achieve them. recognise triggers for certain emotions.
F6 - To know some stories about Jesus from the Bible	RE	Belief Incarnation	Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.	Pupils can discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'.
		Knowledge	Pupils know that Christians believe that Jesus is God. They know the birth narrative	They can explore why Jesus being born in a stable is significant for Christians.

F4 – To understand that Christians pray to God			Pupils use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians.	
PD: Gross motor to describe how the body feels when still and when exercising.	PE	Health and fitness	To know it is important to warm up before exercise	To explain why we need to warm up and cool down
PD: Gross motor to create a short sequence of movements. EAD: Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups		Dance	To perform dances using a range of movement patterns	To perform dances using a range of movement patterns
PD: Gross motor to show safety awareness around the pool			To refine performances using advice from others	To accept critical feedback and make changes
		Swimming	To show safety awareness around the pool	To show water confidence by fully submerging in water
Active learning Creating and thinking critically	Computing	Using a computer	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
		E safety	To use different technologies, with a trusted adult, to communicate responsibly with others	
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.	MFL	Listening	I can listen to number from 0-10	I can listen to and associate colours with the French word
		Speaking	I can say numbers from 0-10	I can say a colour in French