

'How does your garden grow Topic Key Skills and disciplinary knowledge

		Y3	Y4	Y5	Y6	
Science	Working Scientifically	asking relevant questions and using different types of scientific enquiries to answer them ii) iii)	setting up simple practical enquiries, comparative and fair tests	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	identifying scientific evidence that has been used to support or refute ideas or arguments	
		making systematic and careful observations and record findings using simple scientific language, drawings, labelled diagrams	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	using test results to make predictions to set up further comparative and fair tests	
		using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions				
		identifying differences, similarities or changes related to simple scientific ideas and processes	using straightforward scientific evidence to answer questions or to support their findings	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	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	
	Year 3/4 Feast of Flowers, Fruits & Seeds	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	To investigate different methods of seed dispersal in a plant	To find out about different types of reproduction in plants (including sexual and asexual)	To describe the life process of reproduction in some plants and animals	
		To identify and describe the functions of different parts of flowering plants (flowers, leaf, stem, root)		To identify and describe the functions of a number of parts of flowering plants		
	Year 5/6 illustrating Life cycles			To explore phenomena involving light including prisms, refraction, filters etc.		
				To explain that we see things because light travels from light sources to our eyes or from light sources to objects and the to our eyes		
				To use the idea that light travels in straight lines to explain how objects are seen because they give out light or reflect light into our eyes		
				To use the idea that light travels in straight lines to explain why shadows has the same shape as the object that cast them		
Geography	Human and physical geography	To describe and understand key aspects of human geography including types of settlement <ul style="list-style-type: none"> land use economic activity 		To describe and understand key aspects of human geography including: <ul style="list-style-type: none"> trade links 		
		To make predictions about a locality by studying its geographical location and features		To show an awareness of some key geographical concepts such as: conflict, interdependence, change, inequality, sustainability, human impact, culture and diversity		
	Geography skills	To use the four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world		To use Ordnance Survey maps to build my knowledge of the United Kingdom		
History	Historical themes	To know how Britain has influenced and been influenced by the wider world		To understand the connections between local, regional, national and international history		
	Chronology	To place events, periods and people studied within a coherent timeline		To place events, periods, people and artefacts on a large scale time-line adding correct dates		
		To know time periods/events that took place before and after the period I am studying		To draw links between different eras using common themes (such as government, monarchy, progress, invention, religion) tracking change, cause, similarity and difference		
DT	Food and nutrition	To design meals that represent a healthy, balanced diet		To understand what constitutes a healthy diet (including understanding calories and other nutritional content).		
		To assemble or cook healthy ingredients, adapting recipes to meet my needs		To prepare and cook a range of healthy meals using a range of cooking techniques		
		To understands foods that are grown in this country and those that come from different regions and climates around the world		To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.		
		To plan recipes thinking about the cost of different ingredients		To consider affordability during the planning of a meal		
		To consider safety and hygiene when working with food		To understand the importance of correct storage and handling of ingredients		
RSHE	It's my body (Twinkl)	understand the importance of sleep, exercise and healthy eating	explain how germs travel and spread disease	understand the importance of sleep, exercise and healthy eating;		
		discuss what happens to muscles when we exercise them.	know the difference between medicine and harmful drugs and chemicals	understand that they can choose what happens to their own bodies	identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;	
		understand they can choose what happens to their body and know when a 'secret' should be shared		know where and how to get help if they are worried		
		explain that too much sugar is bad for health.		identify positive aspects about themselves	identify choices that will benefit their health and provide a 'balanced lifestyle'	
		identify ways to protect their bodies from ill health		discuss the choices related to health that they make each day		
	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	Gospel	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.		Identify features of Gospel texts (for example, teachings, parable, narrative).	
		Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.	
		Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.	Make simple links between Bible texts and the concept of 'Gospel' (good news).	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.	
		Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.		Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own	
PE-	Health and fitness	To identify possible dangers when planning an activity		To manage risks in my activity and environment	
	Athletics	To cooperate well with others and give helpful feedback	To react positively when things become difficult and persevere with a task and improve my performance	To give receive sensitive and balanced feedback to improve others	To compare their performances with previous ones and demonstrate improvement to achieve their personal best
	Rounders	To follow the rules of the game and play fairly	To positively engage with others in collaborative and competitive situations	To enjoy communicating, collaborating and competing with each other	To show good attitude and sportsmanship
To read and react to different game situations as they develop		To recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents			
Computing	Year 3 and 4 Creating media – Desktop publishing Year 5 and 6 Programming- Sensing movement	Describe how different challenges require different solutions	Give an example of when using text, images or emojis online could be misinterpreted.	Describe what will be shown if someone has walked more than a set number of steps	
		Choose an appropriate layout for a given scenario		<ul style="list-style-type: none"> Identify what will be displayed and how the user will see it Choose an appropriate name for a variable Choose when and where to set a variable 	Create an algorithm to describe how the program will process each input
		Use placeholders appropriately to divide the page (magazine) Add text and images Format some of the text		Combine appropriate blocks to implement their algorithm	
		Evaluate how successful they were in meeting the task requirements		Run their code on the emulator to test their program	Propose a strategy to fix the code if it is not working
	E safety	To use search tools to find appropriate information and decide whether I can trust it		Evaluate how successful they were in meeting the task requirements	
Music		To improvise and compose music for a range of purposes using the inter-related dimensions of music		To use their voice to create and compose music on their own and with others	
		To play instruments musically with increasing confidence and control			
		To recall sounds with increasing aural memory			
MFL	Our school (Twinkl-Year 3/5)	listen and respond to topic vocabulary	write sentences converting le/la to un/une	listen and respond to topic vocabulary	
		express simple opinions		answer questions orally using the topic vocabulary	answer questions in writing using the topic vocabulary
		demonstrate understanding with actions	answer questions using the topic vocabulary	take part in a conversation with a partner and show it to an audience	

KS1 'How does your garden grow Topic Key Skills

EYFS			Y1	Y2
Talk about the differences between materials and changes they notice	Science	Working Scientifically	asking simple questions and recognising that they can be answered in different ways	observing closely, using simple equipment
			identifying and classifying	performing simple tests
			using their observations and ideas to suggest answers to questions	gathering and recording data to help in answering questions
UTW – The Natural World Explore the natural world around them. (Ice melting) Talk about the differences between materials and changes they notice		Plants-art and nature	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	observe and describe how seeds and bulbs grow into mature plants
			identify and describe the basic structure of a variety of common flowering plants, including trees	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
			To observe the growth of flowers and vegetables I have planted	To observe and describe how seeds and bulbs grow into mature plants. To describe how plants need water, light and a suitable temperature to grow and stay healthy
UTW – The Natural World Draw information from a simple map Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside. Explore the natural world around them.	Geography	Fieldwork	To recognise features of my town or school on an aerial photograph	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
			To use simple fieldwork and observational skills to study the geography of my school and its grounds	To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment.
		Human and physical geography	To use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office and shop	To use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop
			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 physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
UTW – The Natural World Comment on images of familiar situations in the past	History	Historical themes	To use words like older, newer, before, after, past and present when describing the people I have studied	To understand historical terms (century, war, peace, monarch, local history, national history, world history)
		Chronology	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
			To know some ways that the world has changed between my era and now	To identify similarities and differences between the time of my event or person and the present
Physical development Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PSED Make healthy choices about food, drink Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating	DT	Cooking and nutrition	To know some healthy and unhealthy foods	To use the basic principles of a healthy and varied diet to prepare dishes
			To assemble or cook healthy ingredients with assistance	To assemble and cook healthy ingredients
			I can name some foods that come from the farm	To understand where food comes from
			To know I need to wash my hands before preparing food and that equipment must be washed up afterwards	To prepare ingredients hygienically using appropriate utensils
Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody	Music			
PSED – Self-regulation Manage their own needs. • Personal hygiene PSED – Self-regulation Know and talk about the different factors that support their overall health and wellbeing:	PSHE	It's my body	explain how much sleep they need	describe their daily bedtime routine;
			discuss why exercise is good for them	explain what happens if you do not exercise regularly
			understand they can choose what happens to their bodies	explain that other people have rights for their own body;
			list healthy snacks	list some foods that are good to have once a week
			know to ask a trusted adult if uncertain about whether something is safe to eat or drink	identify hazard signs that mean something is dangerous

			demonstrate hygienic ways to look after their bodies	explain what germs are and why people need to keep clean
		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	Gospel	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.	Recognise that Jesus gives instructions to people about how to behave.
Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.			Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
			Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).	Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.
PD: Gross motor to describe how the body feels when still and when exercising.	PE	Health and fitness	To describe the importance for humans of exercise and eating the right amounts of different food	
PD: Gross motor Develop overall body-strength, balance, co-ordination and agility.		Athletics	To try several times if at first, I don't succeed and ask for help when appropriate	
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		Rounders	To follow simple rules to a game	To engage in competitive (both against self and against others) and co-operative physical activities
Active learning Creating and thinking critically	Computing	Creating media-digital writing	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	
		E safety	Use technology safely and respectfully, keeping personal information private	
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	To begin to listen and respond to topic vocabulary relating to our school	
		Speaking	To begin answer questions using the topic vocabulary relating to our school	