

KS2 'Magical world' Topic Key Skills and 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
	Illustrating lifecycles			Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird	Describe the life process of reproduction in some plants and animals
	Habitat helpers	To recognise how animals in an environment can be hurt by damage to that environment	To recognise that environments can change and that this can sometimes pose dangers to living things		
		To look at the positive and negative impact of humans on environments			
Geography	Alternate location knowledge	To name major world geographical features such as: The Great Barrier Reef	To name major world geographical features such as: The Great Barrier Reef	To name major environments (biomes) and their importance to the world such as: The Great Barrier Reef	To name major environments (biomes) and their importance to the world such as: The Great Barrier Reef
		To describe and understand key aspects of human geography including types of settlement and land use and economic activity	To name major world geographical features such as: The Great Barrier Reef	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 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 identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic, and Antarctic Circle.	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic, and Antarctic Circle.	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn and the Arctic and Antarctic Circle.	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn and the Arctic and Antarctic Circle.
	Geographical skills: Field work	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
		To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world	To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world	To use the eight points of a compass, four and six-figure grid references and keys to build their knowledge of the United Kingdom and the wider world	To use the eight points of a compass, four and six-figure grid references and keys to build their knowledge of the United Kingdom and the wider world
		To answer questions about how two locations are similar or different	To answer questions about how two locations are similar or different	To show an awareness of some key geographical concepts such as: conflict, interdependence, change, inequality, sustainability, human impact, culture and diversity	To show an awareness of some key geographical concepts such as: conflict, interdependence, change, inequality, sustainability, human impact, culture and diversity
Art	Experiment and create	To create sketch books to record my observations	To create sketch books to record my observations	To use my sketch book to review and evaluate my work	To use my sketch book to review and evaluate my work
		To explore different techniques and the effects they have on my work	To explore different techniques and the effects they have on my work	To use a range of art and design techniques with precision, proficiency and control	To use a range of art and design techniques with precision, proficiency and control

		To develop my creativity and experimentation	To develop my creativity and experimentation	To produce creative work through exploring ideas and recording my experiences	To produce creative work through exploring ideas and recording my experiences	
	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	Diverse Britain	To describe what it is like to live in Britain	To talk about what democracy is	To talk about the range of faiths and ethnicities in Britain.	To explain how and why laws are made;	
		To talk about what rules and laws are	To talk about what liberty means;	To discuss some roles of local government.	To describe the basic structure of national government.	
		To describe a diverse society;	To describe what being British means to them.	To explain what a community is.	To talk about the role of charities and voluntary groups in the community	
RE	Beliefs– Islam (Submission to the will of Allah)	Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.	Identify the two main beliefs of Islam as: • the belief in only one God, and • the belief that Muhammad is the Messenger of God Salah can take place anywhere, as God created everything	Understand that the Qur’an is the original and most basic source of God’s Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur’an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur’an.	Know that humans have the role of Khalifah, trustees of Allah’s creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah	
		Understand that praying 5 times a day, which is prescribed in the Qur’an, is one way Muslims submit to the will of Allah.		Know the story of Bilal and understand why this story is important to Muslims	Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah:	
	Knowledge	Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah	Attempt to support their answers using reasons and/or information	Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah	Attempt to support their answers using reasons and/or information	
		Belief – Iman (faith) Messengers of Allah	• Know that Muslims believe that Muhammad had many revelations over 22 years.	Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur’an	Know the Muslim belief that Muhammad is the final Prophet.	Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God’s clear message
	Know that Muslims believe that the angel Gabriel was ‘sent down’ with God’s holy book – the Mother of the Book		Understand that the Qur’an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.	Know the names of Prophets that lived before Muhammad who are named in the Qur’an, including: Adam, Abraham, Moses and Jesus.	Understand that the Muslims believe the Qur’an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers	
	Know that God’s message is known as the ‘Straight Path’ or the Shariah		Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.	Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.	Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah. • Understand the Muslim belief that humans have not followed God’s message in the past because of over self-confidence (hubris) and so they • forgot it • ignore it • tamper with it	
	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
		Tag Rugby	To follow the rules of the game and play fairly	To react positively when things become difficult and persevere with a task and improve my performance	To enjoy communicating, collaborating and competing with each other	To compare their performances with previous ones and demonstrate improvement to achieve their personal best
		Dance	perform dances using a range of movement patterns		perform dances using a range of movement patterns	Evaluate their performance
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	Data and information					
	E safety					

MFL		follow a story and join in the repeated parts	describe the colour or size of an object	Listen and respond and answer questions orally to topic vocabulary	Use the correct masculine or feminine form of adjectives
		say what foods from a set they like/dislike	ask politely for something and respond appropriately	Write a answer in a sentence using a modelled sentence and take part in role play	Write words and phrases from memory

KS1 'Magical world' Topic Key Skills

EYFS			Y1	Y2
Talk about the differences between materials and changes they notice		Working Scientifically	To begin noticing patterns and relationships with help	To use their observations and ideas to suggest answers to questions
			To gather and record data to help in answering questions	To record simple data
			To compare objects and materials and sort and group them	To use the skills of identifying and classifying
UTW – The Natural World Explore the natural world around them. (Ice melting) Talk about the differences between materials and changes they notice	Science	Habitats and their homes.	To sort things in to living or not living	To explore and compare the differences between things that are living, dead and things that have never been alive
			To know some animals that can be found in familiar habitats	To know how different animals and plants depend on each other
			To know that a habitat is a home for a variety of plants and animals	To identify that most living things live in habitats to which they are suited
			To know that some animals eat plants and some animals eat other animals	To describe how different habitats provide for the basic needs of different kinds of animals and plants
UTW – The Natural World Recognise some environments that are different from the one in which they live.	Geography	Alternative location	To use world maps, atlases and globes to identify countries	To use world maps, atlases and globes to identify countries, continents and oceans studied
			To talk about how the weather conditions in a place are similar or different	To compare weather 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 Pole

		Geographical skills and field work	To construct simple maps of my classroom or school	To devise a simple map; and use and construct basic symbols in a key
			To use location and directional language [for example, near and far; left and right] to describe the location of features and routes on a map	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
			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.
			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
			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
EA&D – Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Art	Experiment and create	To explore ideas from my own imagination	To use different techniques to develop and share my ideas, experiences and imagination
			To explore some simple techniques including colour and shape	To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)
EA&D – Creating with materials Explore, use, and refine a variety of artistic effects to express their ideas and feelings		Legacy of artists	To study art from a different culture	To describe the differences and similarities between different practices and disciplines
PSED – Self-regulation See themselves as a valuable individual.	PSHE	Diverse Britain (Living in the wider world) H&W: Mental wellbeing	To talk about why helping their neighbourhood is important	To describe what it is like to live in Britain
			To describe how they can make all people feel happy and welcome and things that can harm a neighbourhood	To identify similarities and differences between British people;
PSED – Self-regulation Think about the perspectives of others.			To identify groups and communities that they belong to;	To talk about what makes them feel proud of being British
Understanding the World: Understand that some places are special to members of their community	RE		To be able to recall some of the key bible stories from the Old Testament	To be able to retell some of the key bible stories from the Old Testament
Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.		Knowledge	To be able to understand the key message of the bible story they have listened too	To be able to explain the key message of bible story they have listened too
			To relate the story to their own life/a real life example and the key message Christians understand for each story	
PD: Gross motor to describe how the body feels when still and when exercising.	PE	Health and fitness	To use equipment appropriately and move and land safely.	
PD: Gross motor Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 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		Tag Rugby	To follow simple rules to a game	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
		Dance	perform dances using simple movement patterns	
PD: Gross motor to show safety awareness around the pool		Swimming	To show safety awareness around the pool	To propel 5m through water without touching the side or floor
Active learning Creating and thinking critically	Computing	Using a computer		
		E safety		
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 recognise the names of different animals in French	
		Speaking	I can say the name of different animals in French	