

Olympics Topic Key Skills and disciplinary knowledge

		Y3	Y4	Y5	Y6	
Science	Working Scientifically	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 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 ix. using straightforward scientific evidence to answer questions or to support their findings 		<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests 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 identifying scientific evidence that has been used to support or refute ideas or arguments 		
				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	
				compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets		
	Year ¾ Fit for success		identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic		
			identify that humans and some other animals have skeletons and muscles for support, protection, and movement	describe the changes as humans develop to old age	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	
	Year 5/6 Medical manoeuvres			recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function viii.	describe the ways in which nutrients and water are transported within animals, including humans	
		associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches			
		use recognised symbols when representing a simple circuit in a diagram				
		use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye				
		explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them			
Geography	Place knowledge	An understanding of the human and physical geography of Greece, including its climate zones.	Locate the world's countries using maps.			
		An appreciation of geographical similarities and differences between your local area and regions of Greece.	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
	Geography skills	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.				
History	Historical themes	Discovered who were the first Olympians and what they meant to the Ancient Greeks.	Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.			
		Understand Ancient Greece, Greek life, their achievements and influence on the western world.	Gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilisation'.			
	Chronology	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.				
		To know how this time period fits into the chronology with others that I have studied.				
DT	Mechanisms	To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]				
		Design: To solve real and relevant problems within a variety of contexts	Design: To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose			
		Design: To generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and, information and communication technology	Design: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design			
		To refine work and techniques as work progresses, continually evaluating the product design	To develop the creative, technical and practical expertise needed to perform everyday tasks confidently			
		To draw on disciplines such as mathematics, science, engineering, computing and art	To explain what skills and disciplines I have used in completing a DT project			
RSHE	Aiming high	discuss their personal achievements and skills;	discuss their personal achievements and skills			
		identify what a positive learning attitude is	discuss different learning styles	identify what a helpful learning attitude is;		
		talk about a range of jobs that people do;	discuss what skills and interests are needed for different jobs	talk about the range of jobs that people do		
		talk about jobs they might like to do in the future	understand what a stereotype is	challenge stereotypes		
		discuss what skills they might need to do certain job	talk about skills employers look for in employees			
			work with others in a team	discuss the skills everyone needs to succeed		
RE		To know how Hinduism began	To know how Hinduism began and developed			

	Hinduism (Oak Academy)	To name the main Hindu Deities and symbols		To know how dharma influence how Hindus live	To explain Hindu beliefs about karma, samsara and moksha
		To identify where Hindu worship	To know that Hindu have more than one holy book.	To know how Hindus express their faith today	
		To name the main Hindu festivals		To know some of the important holy texts of Hinduism	
PE-	Health and fitness	To describe the fitness components and explain how often and how long I should exercise to be healthy		To recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions	
	Athletics	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	
	Cricket	To follow the rules of the game and play fairly		To show good attitude and sportsmanship	
To cooperate well with others and give helpful feedback		To give receive sensitive and balanced feedback to improve others			
Computing	Year 3 and 4 Repetition in games Year 5 and 6	Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	
		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output		Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
		Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs			
	E safety	To know where and how to report concerns and get support with issues online		Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	
Music	Fox-Guitars	To play instruments musically with increasing confidence and control		To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
		To sing musically with increasing confidence and control		To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	
				To use and understand staff and other musical notations	
MFL	Time	say and order the days of the week;	identify the correct language for 'yesterday' and 'tomorrow'	recognise number words in spoken sentences;	
		say and order the months of the year		say numbers larger than 100;	recognise when someone is saying a date
		count to 11-31;	say their own birthday.	match the subject and verb for high-frequency verbs	

KS1 'Olympics' Topic Key Skills

EYFS			Y1	Y2
UTW – The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them.	Science	Working Scientifically	asking simple questions and recognising that they can be answered in different ways	performing simple tests
			observing closely, using simple equipment	identifying and classifying
			using their observations and ideas to suggest answers to questions	gathering and recording data to help in answering questions
				Animals including Human-People and their pets
UTW – The Natural World Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries	Geography	Geographical skills	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	
			To look at books and photographs of different locations	To research locations
		Place knowledge	To use world maps, atlases and globes to identify countries	To use world maps, atlases and globes to identify countries, continents and oceans studied
UTW – Past and present Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	History	Historical themes- beyond living memory	To know how people or events I have studied are similar or different	To know why Ancient Greece is significant
			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 know what time period the people I am studying come from	To recognise features of different eras and use this to place people, transport, technology and other features studied
			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
Expressive arts Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Art	Sculpture	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)
			To say what I think about my own and other's work	To make links between the work and techniques of artists and my own
			To explore ideas from my own imagination	To use different techniques to develop and share my ideas, experiences and imagination
PSED – Self-regulation See themselves as a valuable individual	PSHE	Aiming high	Discuss their star qualities and other peoples star qualities	
			Identify what a positive learning attitude is	Give examples of positive learning attitudes
PSED – Self-regulation Show resilience and perseverance in the face of challenge			Talk about the jobs they can do when they grow up Talk about hopes they have for the future	Discuss the skills and interests are needed for different jobs Challenge stereotypes
			Discuss what they are looking forward to about next year	Identify ways that next year will be different to this year and why they think that is.
Understanding the World: Understand that some places are special to members of their community	RE	Judaism	To know that the first covenant was between Abraham and God	To explain where Jews worship
Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.			To understand some of a Jewish festivals	To explain how Jews express their faith
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 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		Cricket	To follow simple rules to a game	
Active learning Creating and thinking critically	Computing	Programming animations	Create and debug simple programs	
			Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions	
		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	Recognise the days of the week and the months of the year.	
		Speaking	say and order the days of the week and the months of the year	

