

## Egyptians Topic Key Skills and disciplinary knowledge

		Y2	Y3	Y4	Y5	Y6	
<b>Science</b>	<b>Working Scientific ally</b>	To ask simple questions and recognise that they can be answered in different ways	asking relevant questions and using different types of scientific enquiries to answer them		planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary		
		To perform simple tests	setting up simple practical enquiries, comparative and fair tests		taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate		
		To observe closely using simple equipment	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 data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs		
		To gather and record data to help in answering questions	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions		using test results to make predictions to set up further comparative and fair tests		
		To use the skills of identifying and classifying	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		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		
		To talk about what I have found out	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions		identifying scientific evidence that has been used to support or refute ideas or arguments		
		To use their observations and ideas to suggest answers to questions	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions				
		To use secondary sources to find answers	identifying differences, similarities or changes related to simple scientific ideas and processes				
	<b>Sound</b>	To observe and name a variety of sources of sound	To observe and name a variety of sources of sound	To identify how sounds are made, associating some of them to something vibrating			
		To understand that for us to hear something the sound must reach our ears	To understand that for us to hear something the sound must reach our ears	To recognise that vibrations from sounds travel through a medium to the ear			
		To experiment with altering the pitch and volume of a sound	To compare and describe the pitch of sounds from a variety of different sources	To find patterns between the pitch of a sound and features of the object that produced it			
			To compare and describe the volume of sounds from a variety of different sources	To find patterns between the volume of a sound and the strength of the vibrations that produced it			
			To know that sound travels from a source	To recognise that sounds get fainter as the distance from the source increases			
	To experiment with altering the pitch and volume of a sound	To systematically create sounds varying pitch and volume					
	<b>Space</b>			To explain that the Earth moves around the Sun taking one year to do so To know a moon is a celestial body that orbits a planet		To describe the movement of the Earth, and other planets, relative to the Sun in the solar system	To understand how understanding of the structure of the solar system has changed over time, the geocentric model of the solar system giving way to the heliocentric model
						To describe the movement of the moon relative to the Earth	To investigate how the moon effects the earth geographically
				To know that the Sun is a star at the centre of our solar system		To describe the Sun, Earth and Moon as approximately spherical bodies	To know the names of some of the constellations as observed by Earth
				To measure shadows and find out what causes them to change		To use the idea of the Earth's rotation to explain day and night in the apparent movement of the Sun across the sky.	To understand how seasons are formed by the angle of the Earth
				To know that the Sun is a star and that it has eight planets		To know that the Sun is a star and to know the planets that orbit it	To explain that there are other planets around distant stars
	<b>Geography</b>	<b>Place knowledge</b>	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		

History	Historical skills	To discuss my era showing I have understood it's key features	To answer questions about change, cause, similarity, difference and significance	To regularly address and devise historically valid questions about change, cause, similarity, difference and significance	
		To identify which artefact is the most useful to me	To recognize a primary and secondary source of historical information	To use evidence to construct my own structured accounts to answer historical questions	
	Chronology	To order pictures, names artefacts and events into past and present on a timeline	To place events, periods and people studied within a coherent timeline	To place events, periods, people and artefacts on a large scale timeline adding correct dates	
		To identify similarities and differences between the time of my event or person and the present. To recognise features of different eras and use this to place people, transport, technology and other features studied	To know and understand concurrent periods and events in British and world history	To develop a chronologically secure knowledge and understanding of British and world history	
	Historical themes	To know why my era is significant	To know the legacy of a time period, its benefits and deficits in shaping our society	To note connections, contrasts and trends over time	
		To understand historical terms (century, war, peace, monarch, local history, national history, world history)	To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)	To gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry)	
DT	Mechanisms	To design purposeful, functional, appealing products for themselves and other users based on design criteria	Design: 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 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Make: To use a range of factors to evaluate the usefulness of a material	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	
		To evaluate their ideas and products against design criteria	Evaluate: To critique, evaluate and test their ideas and products and the work of others	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
	Cookery Year 3 and 4		To design meals that represent a healthy, balanced diet		
			To assemble or cook healthy ingredients, adapting recipes to meet my needs		
			To understand foods that are grown in this country and those that come from different regions and climates around the world		
			To plan recipes thinking about the cost of different ingredients		
To consider safety and hygiene when working with food					
VIPS relationships	explain who the special people in their lives are and to talk about the importance of families;	talk about ways we can show respect to our VIPs both online and offline;	share ideas for ways we can care for our VIPs; and identify some aspects of healthy and unhealthy relationships;		
	describe what makes someone a good friend;	talk about different ways to make new friends;	discuss a range of calming techniques with support		

<b>RSHE</b>		know the skills involved in successful cooperation	talk about ways we can tell whether a relationship is healthy or unhealthy	discuss ways to handle a disagreement with support
		know how to resolve an argument in a positive way	describe positive resolutions we can use to solve a dispute in a friendship;	explain ways to resist pressure with support
		list different forms of bullying and suggest the effects of these;		identify which secrets are OK to keep and which need to be shared with support;
		identify a way to show others that they care.	identify people and organisations who can offer support if we or someone we know is being bullied.	list factors that might show a relationship is unhealthy
<b>RE</b>	<b>Creation and fall</b>	Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.	Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.	Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians.
		Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this.	Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.	Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.
		Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.	Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.	Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account.
			Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.	Pupils know that not all Christian believe the same about the relationship between Creation and science
			They know that some people don't believe that God made the world.	Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.
<b>PE</b>	Football	To engage in competitive (both against self and against others) and co-operative physical activities	To positively engage with others in collaborative and competitive situations	To enjoy communicating, collaborating and competing with each other
	Hockey	To participate in team games, developing simple tactics for attacking and defending	To read and react to different game situations as they develop	
	Swimming			To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations
<b>Computing</b>		To turn on a computer, log on to it, log off it and shut it down.	To open multiple windows, applications or program and move between them	To select, use and combine the appropriate technology tools to create effect
		To use technology purposefully to create and manipulate digital content	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 select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content
	E safety	To explain why I need to keep my passwords and personal information private	To use a secure password and explain why they are important	To use a secure password and safe screen name when I am using an online tool

<b>Music</b>	Otter class- <b>Sumba drumming</b> Fox class- <b>Keyboards</b>	To work with a partner to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.	To develop an understanding of musical composition	To organise and manipulate ideas within musical structures
		To play tuned and untuned instruments musically	To play instruments musically with increasing confidence and control	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
<b>MFL</b> <b>(Including Year 2)</b>	<b>All about Town/Let's visit a French town.</b>	name some of the major cities of France/capital city.	name some of the major cities of France	make simple sentences with habiter (to live)
		identify and say some key features in a French town	identify and say typical amenities to be found in French towns	identify places in a French town or city;
		say numbers 1-10 in french	say and order multiples of ten	recognise ordinal numbers; recognise key words and phrases and respond
		say and order multiples of ten	ask and give a simple address in French	use gestures to support what they are saying;
			locate the correct part of a bilingual dictionary to translate from French-English or vice versa	use a bilingual dictionary with support;
				recognise a spelling pattern.

## Egyptians Topic Key Skills and disciplinary knowledge

EYFS	Subject	Specific areas	Y1
<p><b>UTW – The Natural World</b></p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p><b>PSED</b></p> <p>Manage their own needs. • Personal hygiene Model practices that support good hygiene, such as insisting on washing hands before snack time.</p>	<p><b>Science- understandi ng the world</b></p>	<p>Working Scientifically</p>	asking simple questions and recognising that they can be answered in different ways
			observing closely, using simple equipment
			performing simple tests iv. identifying and classifying
			using their observations and ideas to suggest answers to questions
<p><b>UTW – Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></p>	<p><b>Geograph y understandi ng the world</b></p>	<p>Place knowledge</p>	To look at books and photographs of different locations
<p><b>UTW – Past and present</b></p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p><b>History understandi ng the world</b></p>	<p>Historical themes- beyond living memory</p>	To use words like older, newer, before, after, past and present when describing the people I have studied
			To know how people or events I have studied are similar or different
		<p>Chronology</p>	To know what time period the people I am studying come from
			To sort pictures, names artefacts and events into past and present
<p><b>Expressive arts</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Physical Development</b></p> <p>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</p>	<p><b>Art</b></p>	<p>Painting</p>	To study art from a different culture
			To explore some simple techniques including colour and shape
			To imitate a particular style
<p><b>UTW – Name and describe people who are familiar to them</b></p>	<p><b>PSHE</b></p>	<p>VIPS</p>	explain who the special people in their lives are;
<p><b>PSED – Self-regulation</b></p> <p>Express their feelings and consider the feelings of others</p>			talk about the importance of families;
<p><b>PSED – Self-regulation</b></p> <p>Think about the perspectives of others.</p>			know how to resolve an argument in a positive way
<p><b>PSED – Self-regulation</b> Build constructive and respectful relationships.</p>			know the skills involved in successful cooperation;
			identify a way to show others that they care. describe what makes someone a good friend;
<p><b>Understanding the World:</b> Understand that some places are special to members of their community</p>		<p>Creation</p>	Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.

<p><b>Understanding the World:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>RE</b></p>		<p>Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this.</p>
			<p>Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.</p>
<p><b>PD: Gross motor</b> to describe how the body feels when still and when exercising.</p>	<p><b>PE-football</b></p>	Health and fitness	
<p><b>PD: Gross motor</b> Develop overall body-strength, balance, co-ordination and agility.</p>			
<p><b>PD: Gross motor</b> Start taking part in some group activities which they make up for themselves, or in teams.</p>			
<p><b>Active learning</b> <b>Creating and thinking critically</b></p>	<p><b>Computing</b></p>	<p>Digital painting (linked to Egyptian art)</p>	<p>To safely turn a computer on and off</p>
			<p>To use technology to create digital content</p>
			<p>To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, undo, redo, save, open, close, start, text, image, app, program, web, internet, software, window, minimise, restore, screen, click, drag, log on, log off, keyboard, keys, mouse, button, double click, drag</p>
		<p>E safety</p>	<p>To know that not everyone is who they say they are online</p>
			<p>To use different technologies, with a trusted adult, to communicate responsibly with others</p>
<p><b>Expressive arts</b> Sing in a group or on their own, increasingly matching the pitch and following the melody.  Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Music</b></p>		<p>To sing collectively and at the same pitch, responding to simple visual directions</p>