

Landscapes Topic Key Skills and disciplinary knowledge

		Y2	Y3	Y4	Y5	Y6	
Science	Working Scientifically	asking simple questions and recognising 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		
		observing closely, using simple equipment	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		
		performing simple 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		recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs		
		Identifying and classifying	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		
		gathering and recording data to help in answering questions	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		
			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		
		using 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				
	identifying differences, similarities or changes related to simple scientific ideas and processes						
	using straightforward scientific evidence to answer questions or to support their findings						
	Magnetic fun and games	To describe how things move on a surface using simple language (fast, slow, very fast, very slow)	To notice that some forces need contact between two objects, but magnetic forces can act at a distance	To know that friction is a force between surfaces			
		To talk about forces in terms of pushes and pulls	To observe how magnets attract and repel each other	To explore how free moving magnets will point to the Earth's poles			
		To investigate how magnets act against different materials and other magnets	To observe that magnets attract some materials and not others	To make predictions about whether an object will be attracted to a magnet			
			To compare and group together a variety of everyday materials based on whether they are attracted to a magnet B2				
			To be able to identify some magnetic materials				
			To identify magnets as having two poles B2	To use the term magnetic field			
			To predict whether two magnets will attract or repel each other, depending on which poles are facing B2				
	Material consultants			compare and group together everyday materials based on their properties, including their hardness, transparency, and conductivity (electrical and thermal)		To make predictions and carry out comparative tests on unfamiliar materials in terms of a variety of features	
give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic				To evaluate the appropriateness of a material for a task based upon a range of evidence, including investigative and research			
Place knowledge	To understand geographical similarities and differences through studying the human and	To understand geographical similarities and differences through the study of human and physical geography of a region in a European country					

Geography		physical geography of small area of the United Kingdom		
	Locational knowledge	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world's countries with a focus on Europe	To use maps and atlases to locate countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
		To name, locate and identify characteristics of the four countries of the United Kingdom	To name and locate counties and cities of the United Kingdom	To name and locate geographical regions of the United Kingdom and key geographical features (including hills, mountains, coasts and rivers)
	Human and physical	To use basic geographical vocabulary to refer to key physical features including, hill, mountain, sea, , river, soil, valley, vegetation, season and weather	To describe and understand key aspects of physical geography of mountains	To describe and understand key aspects of physical geography of a mountainous biome
To identify seasonal and daily weather patterns and the United Kingdom the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		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	
Art	Print making	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work. Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities. Understand how artists manipulate materials to create texture.
		Use a range of materials to design and make products including clay, etching, printing and collage craft, weaving, printmaking, sculpture and clay	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
		Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
DT	Cookery Year 6 (Enrichment)			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
Safety First		identify which information they should never share on the Internet.	recognise hazards and dangers in an emergency situation	describe what a dare is and identify situations involving peer pressure
		identify some everyday dangers and list some people who can help them stay safe.		know when to seek help in risky or dangerous situations;
		understand some basic rules that help keep people safe.	identify and discuss some school rules for staying safe and healthy	identify and discuss some school rules for staying safe and healthy
		recall the number to call in an emergency	state 999 as the number to call to seek help in an emergency.	recall the number to dial in an emergency

RSHE		know what to do if they feel in danger	identify some common injuries and know they can be treated with first aid	list some of the hazards they might find at home;
		identify some dangers in the home	describe drugs, cigarettes and alcohol in basic terms.	understand some substances at home can be dangerous;
		identify some dangers outside.	list some of the dangers we face when we are using roads, water or railways	list some of the dangers we face when we are around roads, railways or water
		know that their private body parts are private		know the key points of the firework code
RE	Incarnation	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible
		Recognise that stories of Jesus' life come from the Gospels.	Offer suggestions about what texts about baptism and Trinity might mean	Identify Gospel and prophecy texts, using technical terms.
			Give examples of what these texts mean to some Christians today	Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
		Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
		Decide what they personally have to be thankful for at Christmas time.	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like	Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible
				Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
PE	Dance	To refine performances using advice from others	To accept critical feedback and make changes	To develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
	Hockey			To show good attitude and sportsmanship
	Swimming	To propel 5m through water without touching the side or floor	To swim effectively over a distance of at least 10 metres	
		To begin to learn the skills to prepare from effective front and back stroke	To use an effective front and back stroke	
To show safety awareness around the pool		To enter and exit the pool safely without the use of the steps		
Music	Otter class-Sumba drumming Fox class-Keyboards	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
MFL (Including Year 2)	On the move/ going shopping	name some types of transport;	name some types of transport;	listen and respond to topic vocabulary;
			use Je... and Tu... correctly in a simple sentence	answer questions using the topic vocabulary;
		respond to simple instructions for direction and movement	respond to simple instructions for direction and movement	take part in role play as a shopper/shopkeeper, speaking in French;
			follow simple directions to find a place on a map	greet and respond
			write money amounts in French, up to 500 € in multiples of 50	
Computing	Digital Art		I can create an effective flip book—style animation	Photo editing - change the composition of an image using a variety of tools Combine images to make a piece of landscape-themed art.



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EYFS	Subject	Specific areas	Y1
<p>UTW – The Natural World</p> <p>Explore the natural world around them- Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>	<p style="text-align: center;">Science- understandi ng the world</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>Let's build</p>	distinguish between an object and the material from which it is made
			identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
			compare and group together a variety of everyday materials based on their simple physical properties
			describe the simple physical properties of a variety of everyday materials
<p>UTW – Draw information from a simple map.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features</p>	<p style="text-align: center;">Geography understanding the world</p>	Place knowledge	To find my town on a map of the United Kingdom
		<p>Locational knowledge</p>	To use world maps, atlases and globes to identify the United Kingdom and its countries
			To know that that the United Kingdom is an island
			To use world maps, atlases and globes to identify countries
		<p>Human and Physical</p>	To recognise that places contain physical/natural and human/made features
To use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office and shop about where I live			
<p>Expressive arts</p> <p>Create and explore different textures in paint and play dough. Create different textures though wax crayon rubbings. Drawing- use and talk about a variety of different media- felt tips & pencils & wax crayon, charcoal and chalk, wax crayon</p>	<p style="text-align: center;">Art</p>	<p>Printmaking</p>	Identify and describe different textures. Select and use appropriate materials to create textures.
			Use a range of materials to design and make products including clay, etching, printing and collage craft, weaving, printmaking, sculpture and clay
			Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.
<p>UTW – Name and describe people who are familiar to them</p>	<p style="text-align: center;">PSHE</p>	<p>Safety first</p>	identify which information they should never share on the Internet.
<p>PSED – Self-regulation</p> <p>Express their feelings and consider the feelings of others</p>			identify some everyday dangers and list some people who can help them stay safe.
<p>PSED – Self-regulation</p> <p>Think about the perspectives of others.</p>			understand some basic rules that help keep people safe.
			recall the number to call in an emergency
<p>PSED – Self-regulation Build constructive and respectful relationships.</p>			know what to do if they feel in danger
			identify some dangers in the home
			identify some dangers outside.
<p>Understanding the World: Understand that some places are special to members of their community</p>	<p style="text-align: center;">RE</p>	<p>Incarnation</p>	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
<p>Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.</p>			Recognise that stories of Jesus' life come from the Gospels.
			Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas

			Decide what they personally have to be thankful for at Christmas time
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
PD: Gross motor Develop overall body-strength, balance, co-ordination and agility.		Dance-TLE	To refine performances using advice from others
PD: Gross motor Start taking part in some group activities which they make up for themselves, or in teams.			To pick a group to work with based upon how well we work together
Active learning Creating and thinking critically	Computing	Linked to Geography- Bee bots and A3 maps.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
			Create and debug simple programs
			Use logical reasoning to predict the behaviour of simple programs
Expressive arts 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.	Music	Singing	To sing collectively and at the same pitch, responding to simple visual directions
		Instruments	To use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat