

## Kenya Topic Key Skills and disciplinary knowledge

		Y2	Y3	Y4	Y5	Y6		
<b>Science</b>	<b>Working Scientifically</b>	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					
			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		identifying scientific evidence that has been used to support or refute ideas or arguments			
			using straightforward scientific evidence to answer questions or to support their findings					
	<b>Electricity</b>	To identify common appliances that run on electricity		To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs switches and buzzers		To 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		
		To construct a simple series circuit-identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers		To identify whether a lamp will light in a simple series circuit based on whether the lamp is part of a complete loop with a battery				
						To recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit		To know the effect of placing a switch anywhere in a circuit
		To understand that some materials put in a circuit will prevent the circuit from working		To recognise some common conductors and insulators, and associate metals with being good conductors		To know a range of conductors and insulators of electricity		
		To create circuits from simple drawings		To create understandable pictorial representations of circuits		To begin to recognise standard electrical symbols		To use recognised symbols when representing simple circuits in a diagram
To know how to work safely with electricity								
<b>Geography</b>	<b>Place knowledge</b>	To understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom and a contrasting non-European country		To understand geographical similarities and differences through the study of human and physical geography of a region in a non European country				

	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 and locate the world's seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas	To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas
	Human and physical	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 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
		To use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop		
Art		To compare the work of artists and describe the differences and similarities	To learn about great artists, architects and designers in history	To know and understand the historical and cultural development of different art forms
		To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)	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 focus on colour line and pattern
		To use different techniques to develop and share my ideas, experiences and imagination	To develop my creativity and experimentation	To produce creative work through exploring ideas and recording my experiences
		To develop my ideas for my art work over several pieces	To create sketch books to record my observations	To use my sketch book to review and evaluate my work
RSHE	One World	talk about special people in their life and say why they are special	describe similarities and differences between people's lives.	explain what a global citizen is; • say what global warming is;
		• talk about different homes around the world and identify how they are the same as and different from their own;		
		• explain what an environment is;	• identify opinions that are different from their own.	• understand that human energy use can harm the environment;
		• say what they love about the world in which they live and describe how they would feel if these things disappeared	• express their own opinions.	• understand the importance of not wasting water;
		explain what natural resources are and identify how people use them	• recognise that their actions impact on people in different countries.	• know what climate change is.
			• know there are organisations working to help people in challenging situations in other communities.	• understand that their choices can have far reaching consequences.
	God	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	Identify some different types of biblical texts, using technical terms accurately.

<b>RE</b>		story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave.		
		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.).	Offer suggestions about what the description of Pentecost in Acts 2 might mean.	Explain connections between biblical texts and Christian ideas of God, using theological terms.
		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	Give examples of what Pentecost means to some Christians now	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed..
		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.		Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
<b>PE</b>	<b>Gymnastics</b>	To use equipment appropriately and move and land safely.	To identify possible dangers when planning an activity	To manage risks in my activity and environment
		To try several times if at first I don't succeed and ask for help when appropriate	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
	<b>Fitness</b>	To describe the importance for humans of exercise and eating the right amounts of different food	To describe the fitness components and explain how often and how long I should exercise to be healthy	
	<b>Swimming</b>			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>Music</b>	Fox class samba drumming	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>Going shopping/This is France</b>		Listen and respond to topic vocabulary	listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer to a sentence using the topic vocabulary;
			• Answer questions using the topic vocabulary.	• create sentences independently, using a model sentence;
			• Take part in role play as a shopper/shopkeeper, speaking in French;	• write numbers in words which are multiples of ten; • s
		Say hello and goodbye	• Greet and respond.	describe position up to 4 compass point
<b>Computing</b>	<b>Programming</b>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
		Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		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 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

EYFS	Subject	Specific areas	Y1
<p><b>UTW – The Natural World</b></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><b>Science- understanding 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
			gathering and recording data to help in answering questions
		<p>Seasonal changes</p>	To observe changes across the four seasons
			To observe and describe whether associated with the seasons and how day length varies
To talk about how the weather conditions in a place are similar or different			
<p><b>UTW – Draw information from a simple map.</b></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><b>Geography understanding the world</b></p>	Place knowledge	To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
		<p>Locational knowledge</p>	To recognise that places contain physical/natural and human/made features
			To know the names of some countries of the world
			To use world maps, atlases and globes to identify countries
		Human and Physical	To talk about how the weather conditions in a place are similar or different
<p><b>Expressive arts</b></p> <p>Drawing- use and talk about a variety of different media- felt tips &amp; pencils &amp; wax crayon, charcoal and chalk, wax crayon. Recognise and name primary colours.</p>	<p><b>Art</b></p>	<p>Drawing and painting</p>	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections
			Explore mark making, experiment with drawing lines and use 2D shapes to
			draw Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.
<p><b>UTW – Name and describe people who are familiar to them</b></p>	<p><b>PSHE</b></p>	<p>One World</p>	talk about special people in their life and say why they are special;
<p><b>PSED – Self-regulation</b></p> <p>Express their feelings and consider the feelings of others</p>			<ul style="list-style-type: none"> <li>talk about different homes around the world and identify how they are the same as and different from their own;</li> </ul>
<p><b>PSED – Self-regulation</b></p> <p>Think about the perspectives of others.</p>			<ul style="list-style-type: none"> <li>describe what their school is like;</li> <li>explain what an environment is;</li> </ul>
<p><b>PSED – Self-regulation</b> Build constructive and respectful relationships.</p>			<ul style="list-style-type: none"> <li>explain what natural resources are and identify how people use them;</li> <li>say what they love about the world in which they live and describe how they would feel if these things disappeared</li> </ul>
<p><b>Understanding the World:</b> Understand that some places are special to members of their community</p>	<p><b>RE</b></p>	<p>Gospel</p>	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
<p><b>Understanding the World:</b> 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

<p><b>PD: Gross motor</b> to describe how the body feels when still and when exercising.</p>	<p><b>PE</b></p>	<p>Health and fitness</p>	<p>To know it is important to warm up before exercise</p>
<p><b>PD: Gross motor</b> Develop overall body-strength, balance, co-ordination and agility.</p>		<p>Gymnastics-TLE</p>	<p>To refine performances using advice from others</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>To pick a group to work with based upon how well we work together</p>
<p><b>Active learning</b>  <b>Creating and thinking critically</b>          Learning to safely use technology</p>	<p><b>Computing</b></p>	<p>Programming</p>	<p>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          recognise common uses of information technology beyond school</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>Singing</p>	<p>To invent rhythm and pitch patterns and perform these for others, taking turns</p>
		<p>Instruments</p>	<p>To follow pictures and symbols to guide singing and playing</p>