

Everyday life 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				
	Living things and their habitats	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			
		To recognise that living things can be grouped in a variety of ways	To group animals using the categories: vertebrate: amphibian, reptile, mammal, fish and bird, invertebrate: Slugs, worms insects spiders		describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals		
					To give reasons for classifying plants and animals based on specific characteristics		
		explore and compare the differences between things that are living, dead, and things that have never been alive	To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.		To understand that broad classifications can be subdivided		
		identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	recognise that living things can be grouped in a variety of ways		To apply classification keys to animals from their local environment and those which are unfamiliar		
			explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		give reasons for classifying plants and animals based on specific characteristics		
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 use sources to find information about a person or event I am studying	To know that some sources of information about history might not be reliable		Understand how our knowledge of the past is constructed from a range of sources.		
	Chronology	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		
		To identify similarities and differences between the time of my event or person and the present	To know time periods/events that took place before and after the period I am studying		To draw links between different eras using common themes (such as government, monarchy, progress, invention, religion)		

				tracking change, cause, similarity and difference
	Historical themes	To know that Britain has been shaped by its history	To know how Britain has influenced and been influenced by the wider world	Undertake an in-depth study of a non-European society that provides contrasts with British history- The Maya civilisation- To understand the connections between local, regional, national and international history
Art	Drawing	To know the work of a range of artists, craft makers and designers	To have studied artists and looked for themes across their work	To know about great artists, craft makers and designers
		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
		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	Digital wellbeing	identify ways we use the Internet;	identify some positives and negatives of the Internet	identify the benefits and risks of the Internet
		talk about different activities they like to do both online and offline	explain what to do if they experience or see bullying online	understand it is important to look after their digital wellbeing
		discuss some of the risks that are present when we go online	explain ways to communicate safely online and identify ways to get support if they do not feel safe	recognise the signs of inappropriate and harmful online relationships
		explain how to get help if anything online frightens them give examples of personal information and understand that we keep it private	assess the reliability of online information	understand that online bullying is wrong and what to do to get help to make it stop
		talk about ways people communicate online and explain what to do if something they see worries them understand that not everything we see on the Internet is true	explain what personal information includes	explain that not all online information is true
			know why we shouldn't share passwords and private information explain why we have rules and restrictions around the technology we use	identify the benefits and risks of social media
RE	Kingdom of God	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.		Explain connections between biblical texts and the concept of the Kingdom of God.
		Offer suggestions about what the description of Pentecost in Acts 2 might mean		Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
		Give examples of what Pentecost means to some Christians now.		Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community
		Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.		Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas
		Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.		
PE	Volleyball	To listen, help, praise and encourage others in their learning	To show patience and support others, listening to them about our work	To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
		To follow simple rules to a game	To follow the rules of the game and play fairly	To show good attitude and sportsmanship
		To participate in team games, developing simple tactics for attacking and defending	To read and react to different game situations as they develop	To recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents

	Fitness	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	To self-select and perform appropriate warm up and cool down activities.	
					To manage risks in my activity and environment
	Swimming	To swim competently, confidently and proficiently over a distance of at least 25 metres	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 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		
To perform safe self-rescue in different water-based situations	To perform safe self-rescue in different water-based situations				
Music	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 reproduce sounds from aural memory	
		To play tuned and untuned instruments musically	To play instruments musically with increasing confidence and control	To use and understand staff and other musical notations	
MFL	Where in the world/All in a day (over 2 ½ terms)		listen and respond to topic vocabulary	say and write a sentence to tell the time (o'clock and half past);	
			answer questions orally using the topic vocabulary;	understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir;	
			write an answer in a sentence using the topic vocabulary	tell the time in 24-hour time - o'clock and half past;	
		listen and respond to topic vocabulary	use an English/French dictionary to translate from English to French	read and interpret timetables in 24-hour times.	
Computing		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	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		
		use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output		
			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>UTW – The Natural World</p> <p>Explore the natural world around them- Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Science- understanding 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
			gathering and recording data to help in answering questions
			describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
<p>UTW – Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past</p>	<p>History understanding the world</p>	Historical skills	To study historical artefacts and think about what they tell me about the past
		<p>Chronology</p>	To sort pictures, names artefacts and events into past and present
			To know some ways that the world has changed within living memory
		Historical themes	To use words like older, newer, before, after, past and present when describing the people I have studied
<p>Expressive arts</p> <p>Drawing- use and talk about a variety of different media- felt tips & pencils & wax crayon, charcoal and chalk, wax crayon. Recognise and name primary colours.</p>	<p>Art</p>	<p>Drawing</p>	Explore mark making, experiment with drawing lines and use 2D shapes
			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>PSHE</p>	<p>Digital well being</p>	identify ways we use the Internet;
			talk about different activities they like to do both online and offline
<p>PSED – Self-regulation</p> <p>Express their feelings and consider the feelings of others</p>			discuss some of the risks that are present when we go online
<p>PSED – Self-regulation</p> <p>Think about the perspectives of others.</p>			explain how to get help if anything online frightens them
			give examples of personal information and understand that we keep it private
<p>PSED – Self-regulation Build constructive and respectful relationships.</p>			talk about ways people communicate online and explain what to do if something they see worries them
	understand that not everything we see on the Internet is true		
<p>Understanding the World: Understand that some places are special to members of their community</p>	<p>RE</p>	<p>Salvation</p>	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
<p>Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.</p>			Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
			Recognise that Jesus gives instructions about how to behave
			Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
			Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

<p>PD: Gross motor to describe how the body feels when still and when exercising.</p>	<p>PE</p>	<p>Health and fitness</p>	<p>To listen, help, praise and encourage others in their learning</p>
<p>PD: Gross motor Develop overall body-strength, balance, co-ordination and agility.</p>		<p>Volleyball</p>	<p>To follow simple rules to a game</p>
<p>PD: Gross motor Start taking part in some group activities which they make up for themselves, or in teams.</p>			<p>To participate in team games, developing simple tactics for attacking and defending</p>
<p>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.</p>	<p>Music</p>	<p>Study of music</p>	<p>To listen with concentration and understanding to a range of high-quality live and recorded music</p>
			<p>To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing</p>