

Holiday destinations 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		
	This planet rocks Sensational science UPKS2			compare and group together different kinds of rocks on the basis of their appearance and simple physical properties		know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	
				describe in simple terms how fossils are formed when things that have lived are trapped within rock		describe the movement of the Earth, and other planets, relative to the Sun in the solar system vi. describe the movement of the Moon relative to the Earth vii. describe the Sun, Earth and Moon as approximately spherical bodies viii. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	
				recognise that soils are made from rocks and organic matter		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 Give reasons for classifying plants and animals based on specific characteristics	
						Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	
Geography	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					
	Place knowledge	To understand geographical similarities and differences through studying the human and physical geography of Italy	To understand geographical similarities and differences through the study of human and physical geography of a: region of the United Kingdom and a region in a European country-Italy.				
Human & physical geog		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 describe and understand key aspects of volcanoes and earthquakes		To show an awareness of the change caused by the eruption of a volcano and an earthquake and the impact it can have to humans		

Art	Sculpture	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 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 describe the differences and similarities between different practices and disciplines	To have studied a range of techniques from different times and cultures	To show an increasing awareness of different kinds of art craft and design
RSHE	Money Matters	discuss things they can buy in the shops.	discuss where money comes from;	talk about what financial risk is.
		talk about different sources that money can come from	talk about reasons people go to work;	discuss the ways advertisers try to influence consumers
		identify things they want	discuss payment resources we can use to spend money;	identify what it means to be a 'critical consumer'
		identify things they need.	consider why and how people might borrow money;	describe what 'value for money' means.
		talk about ways we can keep track of what we spend	discuss the choices we have about how to spend our money	talk about what it means to budget.
			explain ways we can keep track of what we spend.	discuss how money can affect people's emotions.
		discuss ways they can keep money safe.		talk about ethical spending
	discuss some methods of payment		talk about what tax is	
RE	Judaism	Understand that Judaism is one of the oldest religions and learn basic facts about Jewish beliefs.	Understand the basic facts about Judaism and its significance.	Learn that Jews believe in one God, Yahweh, and explore different ways Jews express their belief in God.
		Learn about Abraham and Moses and their significance.	Learn about Abraham and Moses and their roles in Jewish history.	Study the lives and significance of key figures such as Abraham, Moses, and King David, and understand their roles in Jewish history.
		Understand the importance of Shabbat and how it is observed.	Understand the importance of the Torah in Judaism.	Understand the importance of the Torah, its structure, and its role in guiding Jewish beliefs and practices.
		Identify the synagogue as a place of worship and learn about its features.	Identify the synagogue as a place of worship and learn about its features.	Explore the rituals and significance of Shabbat, including its impact on Jewish family life and community
		Understand the significance of the Torah in Judaism.	Understand the significance of Shabbat and how it is observed	Understand the basics of kosher dietary laws and their importance in Jewish daily life.
PE	Handball	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
	Athletics	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
Music		To listen with concentration and understanding to a range of high-quality live and recorded music	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 listen with attention to detail	
		To experiment with, create, select and combine sounds using the inter-related dimensions of music	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
		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
MFL	What's the time /All in a day (over 2 ½ terms)		say and write a sentence to tell the time (o'clock);	say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to
			count in fives to at least 30	understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir;
			understand and use the terms avant and après	tell the time in 24-hour time - o'clock, half past, quarter past/to;
		listen and respond to topic vocabulary	answer questions about a TV schedule	read and interpret timetables in 24-hour times- o'clock, half past, quarter past/to.
Computing		To access websites and retrieve information from them		To understand the opportunities offered by computer networks such as the world wide web
		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
		To save and organise a range of file types in specific places (e.g. create new folders)		To create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information
		To find a range of file types in different locations and copy and paste them into a different location		To understand computer networks including the internet; how they can provide multiple services, such as the world wide web
		To identify key words to use when searching safely online and think about the reliability of information I find		To understand the opportunities offered by computer networks such as the world wide web
		To explain how digitally altered images in the media make me feel		

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
		<p>Materials</p>	gathering and recording data to help in answering questions
			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
			describe the simple physical properties of a variety of everyday materials
<p>UTW –</p>	<p>Geography understanding the world</p>	<p>Locational knowledge</p>	To name and locate the world's seven continents and five oceans
			To use world maps, atlases and globes to identify countries, continents and oceans studied
		<p>Place knowledge</p>	To understand geographical similarities and differences through studying the human and physical geography of Italy
<p>Expressive arts- Change the shape of play dough or clay by inching, squeezing, rolling or imprinting in to the clay. Create simple models.</p>	<p>Art</p>	<p>Sculpture</p>	Use a range of materials to design and make products including clay, etching, printing and collage craft, weaving, printmaking, sculpture and clay
			To describe the differences and similarities between different practices and disciplines
<p>UTW – Name and describe people who are familiar to them</p>	<p>PSHE</p>	<p>Money matters</p>	discuss things they can buy in the shops.
<p>PSED – Self-regulation Express their feelings and consider the feelings of others</p>			talk about different sources that money can come from
<p>PSED – Self-regulation Think about the perspectives of others.</p>			identify things they want
<p>PSED – Self-regulation Build constructive and respectful relationships.</p>			identify things they need.
<p>Understanding the World: Understand that some places are special to members of their community</p>			talk about ways we can keep track of what we spend
<p>Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>RE</p>	<p>Judaism</p>	discuss ways they can keep money safe. discuss some methods of payment
<p>Understanding the World: Understand that some places are special to members of their community</p>			Understand that Judaism is one of the oldest religions and learn basic facts about Jewish beliefs. Learn about Abraham and Moses and their significance.
<p>Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.</p>			Understand the importance of Shabbat and how it is observed.
<p>Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.</p>			Identify the synagogue as a place of worship and learn about its features. Understand the significance of the Torah in Judaism.
<p>PD: Gross motor to describe how the body feels when still and when exercising.</p>	<p>PE</p>	<p>Athletics</p>	To show good attitude and sportsmanship
<p>PD: Gross motor Develop overall body-strength, balance, co-ordination and agility.</p>			To show water confidence by fully submerging in water
<p>PD: Gross motor Start taking part in some group activities which they make up for themselves, or in teams.</p>		<p>Swimming</p>	To propel 5m through water without touching the side or floor
	To show safety awareness around the pool		

<p>Expressive arts</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Music</p>	<p>Study of music</p>	<p>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</p>
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